

JAMES H. MEYER ORAL HISTORY PROJECT
UNIVERSITY OF CALIFORNIA, DAVIS

ORAL HISTORY INTERVIEW
WITH
THOMAS B. DUTTON

April 9, 16, and 21, 1993

ORAL HISTORY PROGRAM
CSUS, SACRAMENTO





James H. Stuart, Director, Federal
Bureau of Investigation, Washington, D.C.

Dear Mr. Director:

Enclosed for you are

Two copies of the report of
the Committee on the Assassination of
President John F. Kennedy.

Very truly yours,

Walter D. White, Jr.

By Walter D. White, Jr.
Special Agent in Charge, Federal Bureau of Investigation

James H. Meyer Oral History Project
University of California, Davis

Oral History Interview

with

THOMAS B. DUTTON

Vice Chancellor for Student Affairs
1970-1991

April 9, 16, and 21, 1993
Mrak Hall
University of California, Davis

By Susan E. Douglass
California State University, Sacramento

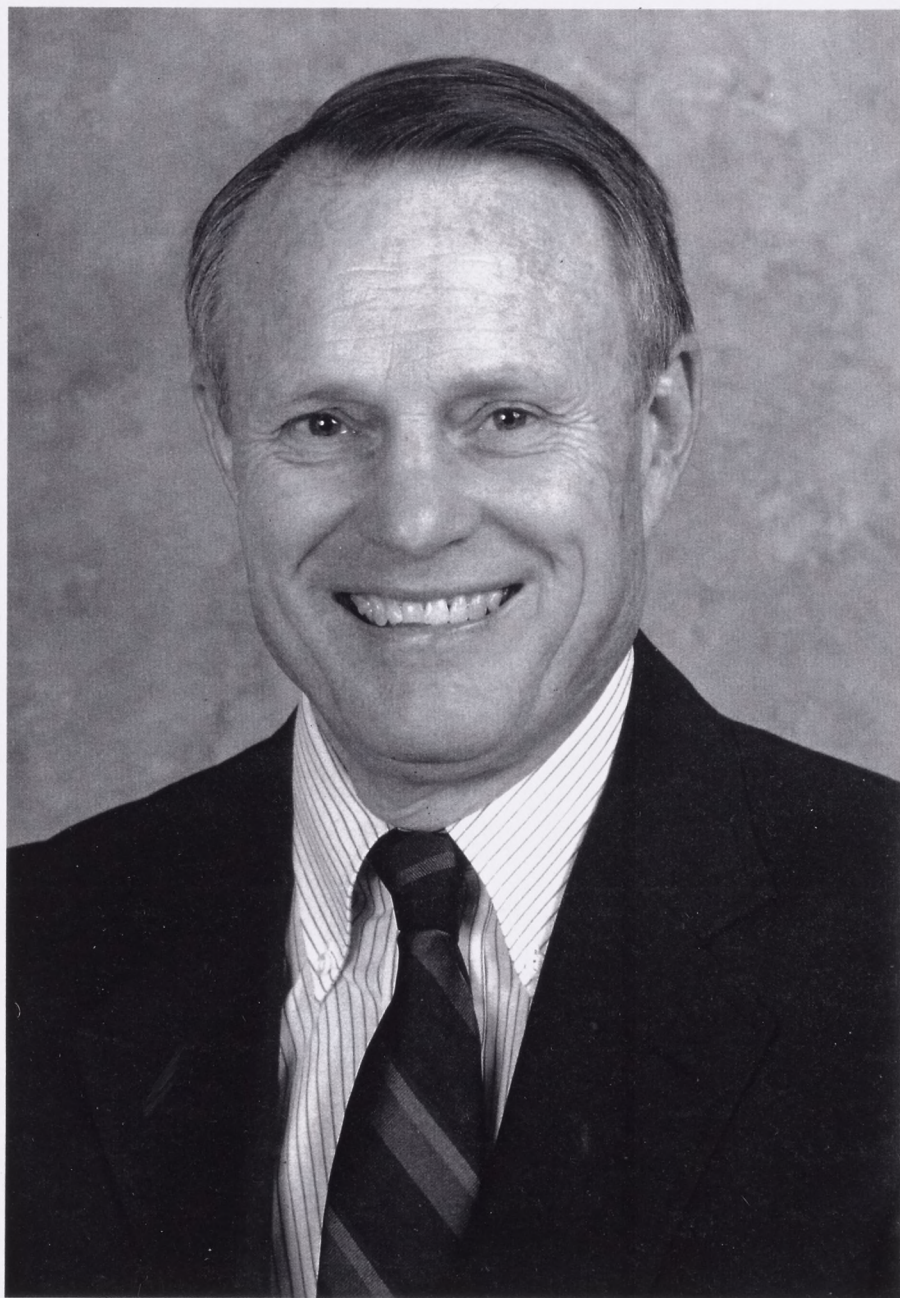


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INTERVIEW HISTORY

These interview sessions with Thomas B. Dutton, the former vice chancellor for student affairs, are the fourth in a series of interviews that will compose the James H. Meyer Oral History Project and provide a history of the University of California, Davis. The focus of this project is major themes in the development, expansion, and organization of campus programs under Chancellor Meyer's leadership. In addition to focusing on the period of Dr. Meyer's chancellorship, 1969-1987, these interview sessions with Dr. Dutton include his family and educational background as well as his professional experiences at the University of California at Berkeley, Ohio University, and Oakland University.

The interviewer, Susan Douglass, met with Dr. Dutton for a preliminary interview to discuss the project. After the interviews, Dr. Dutton reviewed the transcript. He edited the transcript extensively, for the most part clarifying information and removing repetitious passages. In some cases he did remove some portions of the discussion. These are indicated by [Discussions deleted].

BIOGRAPHICAL SUMMARY

Thomas B. Dutton was born in 1932 and raised in Alhambra, California. He grew up in a large family that included six brothers and sisters. During his youth Dutton worked in his father's painting business. He played football while in high school and was selected to play for the all-team Southern California CIF [California Interscholastic Federation]. Consequently, a number of schools recruited him to play football at the collegiate level. Dutton chose to attend the University of California, Berkeley. In addition to his academic achievements, he played for the Academic All American and the All Pacific Coast Conference football teams.

After receiving his B.A. in history, political science and geography from UCB in 1954, Dutton decided to continue his education. He obtained a General Secondary Teaching Credential (1955), an M.A. in educational curriculum (1956), and a Ph.D. in education (1961), from UCB. While working on his doctorate, Dutton served as assistant dean of students at UCB. After completing his Ph.D., Dutton went to Ohio University in 1962 as dean of men. He moved into the dean of students position at Oakland University in Michigan in 1965 and was promoted to vice chancellor for student affairs in 1969. Dutton came to the University of California, Davis as vice chancellor for student affairs in 1970. He retired in 1991.

During his career Dutton was active in professional organizations, including the National Association of Student Personnel Administrators (NASPA) of which he served as director of the Division of Research and Publications (1967-1969) and president (1972-1973). His professional activities also involved writing numerous papers and publications which focused on student affairs.

In his personal life, Dutton married Eina Anderson Dutton in 1953, a year before completing his undergraduate degree. They have two children, Tyler and Ward. Over the years Dutton has also been involved in the Presbyterian Church community where, among other activities, he has served as an elder.

[Session 1, April 9, 1993]

[Begin Tape 1, Side A]

DOUGLASS: Before talking specifically about your role as vice chancellor of student affairs at UC [University of California] Davis I want to ask you about your background. Where were you born?

DUTTON: I was born in Alhambra, California in 1932. I went to Alhambra High School and graduated in 1950, and went to UC Berkeley.

DOUGLASS: What are the names of your parents?

DUTTON: Clare and Elizabeth Dutton.

DOUGLASS: What did they do?

DUTTON: My mother was a teacher in Kansas before coming to California. My father was a painting contractor in Southern California and survived the [Great] Depression years which were very difficult. Then business actually got better during the war years.

DOUGLASS: You are from a big family, is that correct?

DUTTON: I am the youngest of seven children. I have four sisters and two brothers. We have a big family reunion coming up the end of May.

The family was very important in my development because of the positive reinforcement I received, the values transmitted by my mother and father, and by my sisters--the love and support of my sisters and brothers. We were a very closely knit family.

DOUGLASS: Could you describe what those values were?

DUTTON: Integrity. I always identify my mother and father with integrity, but also with caring, concern for my welfare, concern for the welfare of the family, and sensitivity to problems that we might be having. It was just a very caring, warm, supportive environment. It was a little chaotic at times with seven children in the family, but we got along well with each other. I have reflected many times, especially as I have grown older and when I went through retirement, on the impact of the family on my life both personally and professionally. I was blessed with wonderful parents and marvelous siblings.

DOUGLASS: You mentioned your sisters when you were talking about your family and values. What were you thinking of when you mentioned your sisters in addition to your parents?

DUTTON: Well, I had four of them. I just remember them as being very supportive, very caring and very friendly. I was never abused as a

child, although I'm sure that I was spanked occasionally because boys tend to be a bit incorrigible. They were just very friendly and very supportive of what I was doing. As the youngest in the family, people were not always aware of me being there. But I always felt that I was an integral part of the family and my sisters and brothers played an important role in my development.

DOUGLASS: Out of both of your parents which one influenced you more?

DUTTON: Well, my mother was obviously there more frequently. I remember very vividly when she walked me to school to begin kindergarten. My mother did that because my father was working to support the family. Both of them had a very significant impact on my development but in different ways, obviously, because one was male and one was female and they had different roles. Both of them were very gentle people. I consider myself to be a gentle person and I think I inherited that gift from them. My father taught me to work. I was expected to work in the family business even as a little boy.

DOUGLASS: Did you brothers do that too?

DUTTON: Yes. That was really an important part of my life because I learned the painting trade as a young person. While I was a student at Berkeley I painted houses and it helped pay my way through the university. Even during my early married life, the trade that I had

learned from my father was very helpful. I was compensated for the work in the family business which helped me buy a bicycle and an automobile.

DOUGLASS: You said that at an early age you worked in the family business.

What would you do for your Dad when you were little?

DUTTON: I usually did not work so much with him but with his workmen. He supervised the work force of about twenty or thirty people. When I was a little boy of four or five I went to work sites but did not do much work. As I got older, I would do light tasks like sanding doors, dusting and cleaning up. Then as I became more familiar with the work I was able to contribute more. Even today I'm an expert painter.

DOUGLASS: [Laughter]

DOUGLASS: [Laughter]

DUTTON: The discipline the work required was very important, along with contributing to the family, and acquiring good work skills that would permit me to support me and my family. Learning a trade was considered to be essential since at the time a college education was not a consideration. I'm not sure my parents even knew where Berkeley was. My father always took a great deal of pride in the fact that he was able to give his sons the opportunity to learn a trade. My oldest

brother [Dan Dutton] eventually took over the company. My next oldest brother [Bill Dutton] went to Berkeley at the same time [I did].

DOUGLASS: Before asking you about going to Berkeley, I want to ask you about high school. When you were in high school what were you interested in?

DUTTON: I was a good student. When I went to high school in the ninth grade I had no idea what I wanted to do. But one of the very important parts of the youth culture at that time was football, so I became a football player. Somewhere along the way I developed an interest in attending a college or university. I have no idea how that interest developed because my mother and father had never gone to college.

DOUGLASS: Did you have any teachers that influenced you?

DUTTON: Yes. There were teachers in school who encouraged me. I had coaches who influenced me because they felt that I might have the talent to play at the collegiate level. Even as a ninth grader I tried to do well academically. The motivation to attend college might have been related to the family expectation to work hard and to achieve the best you could, whether it was painting, washing dishes, cleaning the house, or doing school work. I was very lucky to be able to combine a good academic record and athletic performance in high school, and the family environment motivated me to excel.

DOUGLASS: What year did you enter the University of California at Berkeley?

DUTTON: 1950.

DOUGLASS: Why did you decide to go to Berkeley?

DUTTON: In my last two years of high school my football team was one of the best in Southern California which gave the program a lot of visibility. In my junior year we entered the play-offs and I was selected as an all-conference guard. When I was a senior I was selected for the first team all-Southern California CIF [California Interscholastic Federation]. When you make the first team, you're immediately recruited. I was recruited by Stanford [University], [UC] Berkeley and [University of] Washington, UCLA [University of California, Los Angeles] and USC [University of Southern California]. I visited all of the California schools and when I went to Berkeley I was very impressed with the coaching staff and the campus. Pappy Waldorf was the coach at that time. The goals of the football program and the value system, and the academic prestige of the campus connected with my own interests. To this day I don't know why the academic life of the campus appealed to me because Alhambra High School was not noted particularly for its intellectual environment and my family was not academically oriented, although there was emphasis on reading. But I thought Berkeley would be a good place to go. It was a hard

choice because I had scholarship offers from several institutions. I finally decided to go to Berkeley because of the coaching staff and the academic prestige of the campus. At that time Berkeley had been to the Rose Bowl twice and that was probably a factor in my thinking. But I think the academic standing of the campus made a difference as well. I was also able not only to receive an athletic scholarship but two academic scholarships when I graduated from high school.

DOUGLASS: What were those scholarships?

DUTTON: They were both for academic achievement. One was a local award for scholastic achievement. The other was a University of California alumni scholarship. Both awards carried a stipend, which was very important because my family did not have money available to send me to Berkeley.

DOUGLASS: You mentioned that one brother went to Berkeley also, is that right?

DUTTON: Yes. He had gone to Chaffey Junior College because he was not eligible for the university out of high school.

DOUGLASS: Did any of your other siblings go on to college?

DUTTON: Several of my sisters went to community colleges but they never attended a four-year institution. My oldest brother did not attend college. He came out of the service and went into the family business. He is a very bright person and could have done well in mechanical

engineering. The brother who went with me to Berkeley and I graduated from there in 1954.

DOUGLASS: Besides painting, what other types of work did you do while you were in school?

DUTTON: With my athletic scholarship there were restrictions through the NCAA [National Collegiate Athletic Association] on the source and amount of money you could receive. I had a grant but I also had to work. I worked in the training and equipment rooms, and that helped to cover my room and board costs. Fortunately, fees were not very high. Next year fees will be \$4,000.00 at the University of California and in 1950 they were probably \$25.00 to \$50.00 for the entire year. So, the major costs were transportation to and from Berkeley, and room and board.

DOUGLASS: Did you live in Berkeley?

DUTTON: Yes. The fraternity I lived in was adjacent to the campus. There wasn't much on-campus housing then.

DOUGLASS: What was the name of the fraternity?

DUTTON: Psi Upsilon. During the anti-Vietnam War years the chapter house closed due to a general decline in interest in fraternities and sororities, but it is now back and doing well.

DOUGLASS: You completed your degree in 1954 in history, political science and geography. Why did you decide to focus on those particular subjects?

DUTTON: When I started at Berkeley I was like a lot of students; I had no idea what I wanted to do. I was young, naive, and had a strong academic interest, but I also had a strong interest in athletics. It was a major challenge to combine the two because even during my freshman year football was very challenging. The varsity years were especially demanding. I had to work very hard to meet my academic and athletic obligations. I was very fortunate throughout my four undergraduate years to be able to continue in athletics and do well academically. I received academic scholarships throughout my undergraduate years. I was able to explore academically and I discovered that history was very interesting. I also enjoyed geography and political science and was able to study these fields along with history.

DOUGLASS: Was this a formal degree or a major and a minor?

DUTTON: No. It was a kind of group major. But most of my work was taken in history and political science and some in geography.

DOUGLASS: How much time did you spend on athletics in relation to your coursework?

DUTTON: We had the old semester system in those days. That was fortunate because we were able to complete the pre-season and some early games before the academic year started. But it required a lot of discipline to be able to meet the demands of practice and game

competition. Usually by two-thirty or three, you were expected to be on the practice field and practice went until six o'clock. It was not as bad as it is today where players are almost full-time athletes. But during the season the work load was very difficult to manage. Fortunately, the season ended before Thanksgiving so there was opportunity to prepare for finals in January. If I had been confronted with the Davis quarter system I don't know how I would have been able to survive academically. During the fall of the year, I attended classes from eight until mid-afternoon; practice until six; and studied from eight to midnight. I also worked on my courses on the weekends.

My first year at Berkeley was very challenging. In particular I had difficulty my first semester, but through hard work I was able to earn a "B" average. In those days exams were three hours, and we went into the gym with 2,000 other people. Finals were very stressful. I had never learned how to study in high school and I found rather quickly I could not wait until the week before final exams to study. Throughout the remainder of my career I studied almost every day.

DOUGLASS: You learned a valuable lesson during that first quarter?

DUTTON: I really did. I never got behind after that semester. I had a healthy fear of falling behind because of the demands of the athletic program.

Through hard work and organization I was able to graduate with highest honors in four years.

DOUGLASS: In the area of your academic life, who in particular influenced you?

DUTTON: The football coaching staff placed great emphasis on academic achievement. The coaches were smart enough to know that players had to study to remain eligible to compete. The staff also wanted athletes to learn as much as possible to become contributing members of society. Then there were individual faculty members who influenced me in my academic work through their teaching; personal example and advising. Although the Berkeley campus was large even in the early 1950's, there were faculty who cared about students and several of them made a significant difference in my development.

DOUGLASS: Even then the classes were quite large?

DUTTON: Yes. There were about 24,000 students on the Berkeley campus at that time. But as I progressed through my undergraduate years, I got into smaller classes where individual faculty members took an interest in me.

DOUGLASS: Do you remember their names?

DUTTON: I remember Franklin [C.] Palm and Lawrence Kinnaird in history, Fred [S.] Stripp and Garff [B.] Wilson in rhetoric and Alex [C.] Sherriffs in psychology.

Because I performed well in history, political science and geography, I was more visible to faculty and developed important relationships with them. The fact that I was a football player who was also a good student helped significantly in my relations with faculty.

DOUGLASS: Do you mean it brought you to their attention?

DUTTON: Yes. The fact that I was not considered a traditional football player who was more concerned with athletic competition than scholarship brought me to the attention of some faculty.

DOUGLASS: What did you plan to do when you finished your degree in 1954?

DUTTON: I had no idea initially. I went to Berkeley to study and play football. My family had come from the farm and made their living in farming and the trades. There were some judges, administrators and army officers in the family but mostly they were farmers and ran small businesses. It was not until my senior year at Berkeley that it dawned on me that I was going to have to select a field of work. I decided, because of my association with athletics and teaching, to become a high school coach and teacher and eventually a principal or superintendent of schools.

DOUGLASS: You went on right after finishing your degree to get the general secondary teaching credential.

DUTTON: Right.

DOUGLASS: Did you stay at Berkeley?

DUTTON: I did. I got very positive reinforcement to make education a career both from people in the school of education on the Berkeley campus and from teachers I worked with during my supervised teaching. I thought it would be very exciting and rewarding to teach and coach at the high school level.

DOUGLASS: You got your teaching credential in 1955. Is that correct?

DUTTON: Yes.

DOUGLASS: What happened next?

DUTTON: I remained at Berkeley for a master's degree in education.

DOUGLASS: Why did you decide to do that?

DUTTON: I was on the Berkeley campus at the time. My wife [Eina Anderson Dutton] was working in the registrar's office. So it was convenient to pursue the degree.

DOUGLASS: When did you get married?

DUTTON: We were married in 1953 in my senior year. My wife was at UCLA and was also a senior.

DOUGLASS: How did you meet her if she was at UCLA?

DUTTON: She was in Kappa Alpha Theta sorority at UCLA and during Easter week in 1951 my fraternity and her sorority had houses on Balboa Island. A fraternity brother of mine arranged a blind date with Eina.

We had a wonderful time together and decided that we were right for each other. On August 1, we will celebrate our fortieth anniversary.

DOUGLASS: Congratulations.

DUTTON: We have had a wonderful marriage.

DOUGLASS: What did you do after your marriage?

DUTTON: Once I completed my undergraduate work and I entered graduate study I served as an assistant football coach, painted houses, and worked in the campus food service. With my earnings and Eina's income from her job in the registrar's office, we had enough resources to cover the cost of the Secondary Teaching Credential and the master's degree.

DOUGLASS: Why did you decide to go on with the master's degree?

DUTTON: I had encouragement from people in the School of Education because I had done well in my secondary teaching and I thought it would enhance my career as a school administrator if I had a master's degree.

DOUGLASS: At that point did you still plan to go to a high school to teach and coach football?

DUTTON: Yes. I didn't think there would be any possibility that I would be able to remain at the collegiate level. I was very young and didn't know much about coaching. Then a man named Lloyd [D.] Bernard in the Office of Relations with Schools in the President's Office in Berkeley encouraged me to consider a career in higher education about the same

time a vice chancellor on the Berkeley campus named Robert [F.]

Kerley talked with me about a career in the business and finance area.

DOUGLASS: Why did Mr. Bernard think that you should consider a career at that level?

DUTTON: It is my recollection that his daughter had an association with my wife in the registrar's office and through that contact he became aware of my athletic and academic achievements and my interest in education. In other words, because I had graduated with highest honors, was captain of the football team, and selected as an academic all-American and conference guard, he felt that my achievements both in academics and athletics would enhance the possibility of gaining a good job in secondary teaching or relations with schools at the university level. Relations with schools work involved representing the university to students, parents, and high school administrators.

[End Tape 1, Side A]

[Begin Tape 1, Side B]

DUTTON: One of the values of playing football, even though I paid a big price physically--broken wrist and ribs--was visibility. When I graduated, in addition to my highest honors, I was selected to be one of the two commencement speakers for my graduating class. The speakers, who were essentially valedictorians, were chosen through a very rigorous

screening process to represent the graduating class. My selection was a great honor and gave me increased visibility among my peers and campus faculty and administrators.

I remember being invited in 1954 to an alumni event with Chancellor Clark Kerr and his wife because I was captain of the football team and a good student. The association with Clark Kerr that began at that event proved to be helpful in my career in university administration.

In 1956, after I had finished my master's degree, I was contacted by Hurford [E.] Stone, dean of students on the Berkeley campus, about my interest in an assistant dean position. I went for an interview and later accepted the job after talking with Dean Stone and Chancellor Kerr.

DOUGLASS: What type of position was this?

DUTTON: A full-time position as an assistant dean. Initially, the exact title was assistant dean of men and eventually I became an assistant dean of students. I was surprised to have a job of this importance at age twenty-four.

DOUGLASS: Was that young for then?

DUTTON: Yes, it was. I didn't know what I was doing. I was as green and as naive as one could be.

DOUGLASS: Why did he contact you specifically about this position?

DUTTON: I don't know precisely but my guess is it was because of the visibility that I had had in my senior year and my selection as captain of the football team and an academic all-American. My academic record and selection as commencement speaker, I suspect, helped as well to bring me to his attention.

DOUGLASS: Did they interview other people for the position?

DUTTON: My guess is that they did. The job didn't pay very much. In those days they believed that you had to pay your dues. Today administrators are criticized for their high salaries but my beginning salary was about \$4,000.00.

Another reason why I think I was selected for the assistant dean position was that I had been in a fraternity. The campus was having major problems with fraternities in 1956.

DOUGLASS: What were the problems?

DUTTON: Problems related primarily to hazing, excessive consumption of alcohol, and general misconduct. Clark Kerr when he became chancellor sat down with Dean Stone and fraternity leaders and said, "We have to do something about the excessive consumption of alcohol and related behavioral problems." It was agreed that in return for closing their bars and prohibiting hard liquor, the fraternities could

serve beer in their houses. I was expected to work with the groups to enforce the agreement. It was assumed that my fraternity membership and athletic background would help me in this task.

DOUGLASS: Was the fact that you had been at Berkeley also a help?

DUTTON: Yes. I would be seen as a peer even though I had graduated two years prior to the time I was appointed to the job.

DOUGLASS: Was this a new position?

DUTTON: A brand new position. It was created very specifically to deal with problems in men's living groups. My work was not limited to fraternities but my major assignments was to help cleanup the fraternities. This was an impossible task because there were over fifty fraternities consisting of 2,000 men and a long standing tradition of independence and nonconformity.

DOUGLASS: Why did you decide to take the job?

DUTTON: It gave me an opportunity to stay on the Berkeley campus and to continue on toward the doctorate, which I started immediately after the appointment. I am not sure why I was motivated to study for a doctor's degree. The fact that my father had a strong interest in books and read a great deal, was probably an important reason. I also had encouragement from people in the School of Education for continuing my studies. The opportunity to continue to be a part of the collegiate

life was appealing as well. Finally, I think that I was motivated by conversations with Hurford Stone, Lloyd Bernard, and others about the importance of the doctor's degree in a career in higher education.

DOUGLASS: What was the formal title of your doctorate?

DUTTON: It was in higher education and administration.

DOUGLASS: You finished your doctorate in 1961. What were your plans once you finished your doctorate?

DUTTON: I assumed that I would stay on the Berkeley campus for a long time. I had been there since 1950 and I had important connections with people who were supportive of me. For example, the dean of the Graduate Division was a good supporter and arranged grants for me to complete my doctoral research.

DOUGLASS: Did you plan to continue then in the role as assistant dean of students?

DUTTON: Yes. I had hoped that I would be able to move up to the next level of associate dean. [It became clear, however, for budgetary and other reasons that promotion would take a very long time. One problem was that I had been a student at Berkeley for so long that it was not always possible for some people to see me as a mature person ready for greater responsibility.]*

*Dr. Dutton added the preceding bracketed material during his review of the draft transcript.

[Discussions deleted]

[William F.] Bill Shepard, who replaced Hurford Stone as dean of students and Arleigh [T.] Williams, dean of men, encouraged me to broaden my experience by moving to other institutions. They felt that increased diversity would enhance my career. They also urged me to avoid becoming entrenched at Berkeley and developing a single institutional or narrow vision of higher education. So, I started to look at jobs in other institutions but not very seriously because of inertia. I was comfortable at Berkeley and we had our first child, Tyler. Our families were also in California and many of the good jobs were out of state. Then out of a clear blue sky I was contacted by the dean of students and president at Ohio University about a dean of men position. [Vernon] Vern Alden, the president, had just come from Harvard [University], and was rebuilding the institution.

DOUGLASS: How was it that they contacted you?

DUTTON: My guess is that they got my name through the higher education program or through the Center for the Study of Higher Education on the Berkeley campus. Paul Heist or T. R. McConnell at the center may have nominated me. The people on the Ohio campus had great respect for Berkeley. So, my wife and I were given the opportunity to visit Ohio.

DOUGLASS: What was the formal title of the position?

DUTTON: Dean of men. We were really impressed with the people at Ohio University and the small town of Athens where the campus is located.

DOUGLASS: How big was the campus at that point?

DUTTON: Probably about 10,000 students. Bill Butler, who was the dean of students, was very impressive, a down to earth person who had grown up in Ohio. His Ph.D. was from University of Kansas. He had a wonderful family--Jenny, his wife, and three children. Athens, Ohio, was such a marked contrast to the fast paced life of California. We thought it would be a marvelous adventure to see another part of the country. Fortunately, my wife, Eina, always has been adventuresome. I think it's her Norwegian background and the Vikings. The job was offered; I worked out a salary increase and they paid the moving expenses across the country.

DOUGLASS: When were you there?

DUTTON: 1962 to 1965. It was a very exciting time because my associates were young and enthusiastic. The president, Vern Alden, had come from the Harvard business school and was an impressive man and had a marvelous young family. He was always very supportive of me. We had three wonderful years at Ohio University.

DOUGLASS: You mentioned that you were at Ohio University for three years and left in 1965. You then went to Oakland University in Rochester, Michigan. How did it happen that you left Ohio University and went to Oakland University?

DUTTON: Bill Butler, the dean of students, wanted me to become involved in student affairs work on a national level so he made it possible for me to go to national association meetings. One association that was particularly important was NASPA, the National Association of Student Personnel Administrators.

DOUGLASS: You did not get involved with that group until you went to Ohio University?

DUTTON: Actually, when Hurford Stone was the dean of students at Berkeley NASPA met at the Claremont Hotel in Berkeley in 1956 or 1957. I was able to attend the meeting.

DOUGLASS: I interrupted you. You said you got involved with NASPA through Bill Butler.

DUTTON: Bill Butler, who was a great believer in involvement in professional organizations, made it possible for me to go to meetings of NASPA and ACPA, the American Council of Personnel Association. Both ACPA and NASPA dealt with problems of student affairs administrators. I was able to serve on committees of both

organizations which brought me to the attention of key leaders in student affairs work. Because of my involvement in NASPA and ACPA, I was recommended to [Durward] Woody Varner, chancellor at Oakland University in Michigan, for a dean of students position. Since Oakland was a new school--it was founded in 1959--I had never heard of it. But I decided to pursue the job because it represented an important promotion. Although I was very happy at Ohio, I did not feel I could pass up the opportunity to become a dean of students with responsibility for a total student affairs program.

[Discussions deleted]

DOUGLASS: Why were you interested in going to that next level?

DUTTON: Because of my work at Ohio and in the associations, I was urged by fellow student affairs administrators to make a lifetime commitment to the field and to seek positions with greater responsibility. More over, after several years of experience, I was excited about the possibility of building a program in a new institution.

[Discussions deleted]

DOUGLASS: How old were you at the time?

DUTTON: I was thirty-three. The opportunity to become a dean of students at age thirty-three was unheard of to me. I was impressed with Oakland University. Almost 100 percent of the faculty had Ph.D.s from the

best institutions in the country. It was a group of bright, dedicated, motivated people who were trying to build a prestigious public institution located on the 1600 hundred acre estate of John Dodge.

[Discussions deleted]

The faculty and administration wanted to create one of the best institutions in the country and they were not going to make the mistakes of other institutions. They do not have such traditional programs as fraternities, athletics and ROTC [Reserve Officers Training Corps]. The goals and values of the campus tended to attract very different students; many of them way out.

[Discussions deleted]

DOUGLASS: How do you mean?

DUTTON: They were the best example of the hippy culture in the Midwest at that time.

[Discussions deleted]

DOUGLASS: You said you were contacted a year before you actually left. Did you visit several times?

DUTTON: Yes, I did. After the first visit I decided to take the job but with the understanding that I would stay at Ohio University for another year. I felt obligated to remain at Ohio for three years. When I told Woody Varner of this commitment to my great surprise he agreed to defer the

appointment for a year. During that year I visited the campus several times to make plans for a new program.

[Discussions deleted]

DOUGLASS: Why do you think Chancellor Varner was interested in you?

DUTTON: There were major student behavioral problems, such as drug abuse, and he thought that a new student affairs program built on a more rational approach to student life was needed. He felt that my experience at Berkeley and Ohio, both more traditional institutions, would help establish the type of program needed.

DOUGLASS: How did you deal with the situation on the campus regarding behavioral problems?

DUTTON: Not very well initially. It was a very traumatic experience because many aspects of the student culture mitigated against establishing the program the chancellor desired. [I also did not agree with many of the student values and attitudes. This forced me to reexamine basic assumptions and beliefs and to consider fresh approaches in working with students.]* Although challenging, the work broadened my perspective and understanding of different student subcultures.

[Discussions deleted]

*Dr. Dutton added the preceding bracketed material during his review of the draft transcript.

I became more enlightened and tolerant which helped me significantly in my professional activities at UCD [University of California, Davis]. One of the rewarding parts of the Oakland experience was the opportunity to hire some first-rate staff, several of whom now are presidents and vice presidents. [I could not have survived the difficult challenges of the Oakland environment without excellent staff. A few of these are [James R.] Jim Appleton, president, University of Redlands and former vice president at USC; [Edward E.] Ed Birch, vice chancellor, UC Santa Barbara; Doug Woodland, former vice president, University of Arizona; and Fred [W.] Smith, vice president, Rochester Institute of Technology.]*

DOUGLASS: How big was your office.

DUTTON: Ten by ten. [Laughter]

DOUGLASS: [Laughter] I should say how many people were in your office?

DUTTON: Initially, not very many. By the time I left in 1970 about eight senior people reported to me and there were probably between fifty and sixty professional staff and many clerical and other support personnel.

[Discussions deleted]

[End Tape 1, Side B]

*Dr. Dutton added the preceding bracketed material during his review of the draft transcript.

[Begin Tape 2, Side A]

DUTTON: I worked with high quality people at Oakland. Woody Varner, the chancellor, was a good example. He had such a marvelous, easy-going style and he was an outstanding leader who supported me strongly and consistently through many difficult days. He had a great impact on my life.

DOUGLASS: How did he influence you?

DUTTON: He was so different from any other senior administrator with whom I worked. He was a very friendly, outgoing man, who was an astute academic politician. He came out of the university relations area at Michigan State. He had confidence in me and delegated a great deal of authority to me. I made a lot of mistakes as a young dean of students and eventually as a vice chancellor there but Woody was always supportive and helpful.

DOUGLASS: Can you give me an example of what you consider to be a mistake?

DUTTON: Initially, I was too rigid in dealing with some student problems and did not understand student values and attitudes as well as I should have. This resulted in complaints to the chancellor, but he continued to support me and helped me adjust to the demands of the Oakland environment.

[Discussions deleted]

He and I would talk about how to tackle student behavioral problems such as drug and alcohol abuse, cohabitation and nudity on the campus. I recall that there was pressure from the Michigan State Board of Trustees--Oakland University was under the board--and the public to clean up the student conduct problems at Oakland.

One of the first students I had to deal with had been dismissed for sleeping with a woman student in a dormitory room. I decided to readmit him which proved to be a mistake. After he returned he challenged our rules. The final challenge came in a poetry class in which each student had to give a reading of original poetry or someone else's work. This student decided to present a poem of [William Butler] Yeats which he read standing nude in front of the class. Someone took a picture of him. The picture was sent to the Detroit Free Press which ran a version of the photo and a new article on the incident. There was great pressure from politicians and the board of trustees to take corrective action.

DOUGLASS: How did you deal with the situation?

DUTTON: Fortunately, he was near the end of his academic career. He had completed all of his coursework so he went to South America or Australia, or some place like that, so he was gone. Normally we would have had a conduct hearing to decide whether he had violated

university regulations and an appropriate sanction, but he obviously could not participate. My recollection is that we barred his readmission to the campus and blocked the awarding of his degree. This seemed to satisfy the campus and the public.

DOUGLASS: Did he come back?

DUTTON: He did eventually. We were advised by our legal counsel that we probably could not withhold the degree forever since the coursework had been completed. After a few years, he requested reinstatement and the degree was awarded.

DOUGLASS: One last thing about Oakland University. From reading your resume I saw that you were listed as an associate professor of education.

DUTTON: Yes.

DOUGLASS: Did you teach any courses while you were there?

DUTTON: Yes. I also taught at Berkeley and Ohio.

DOUGLASS: Did you ever plan to be a full-time teacher?

DUTTON: No. The administrative work that I was involved with was simply too demanding.

[Discussion deleted]

To be successful as a full-time faculty member I would have had to dedicate my life to teaching and my interests and talents indicated that I was better suited to administration. I had the ability to get things

done and to understand student and institutional needs, and how to address them.

DOUGLASS: You came to Davis in July of 1970 as the vice chancellor of student affairs. How did you become a candidate for the position?

DUTTON: One of the marvelous aspects of my five years at Oakland was that the chancellor encouraged me to be visible nationally. He believed that national recognition would enhance the image of the campus. So, I was able to go to national meetings and take part in the activities of professional associations. For example, I became the director of the NASPA research and information program which I did while working full-time. Some of the publications that I gave to you were published at that time. The research, publications and presentations for which I was responsible increased my visibility which resulted in many employment opportunities.

DOUGLASS: Do you remember when you were contacted first?

DUTTON: Yes. It was late winter or early spring of 1970. I knew a little about the Davis campus because of my years at Berkeley and through my brother who started his football coaching career at Davis.

DOUGLASS: Were you interested in going somewhere else at that point?

DUTTON: Not really. I had recently been made a vice chancellor at Oakland, which was an important indication of the chancellor's support. The

DUTTON: student affairs program was in good shape. We had an outstanding staff and the program was gaining a national reputation. Then Woody Varner was selected as the president of the University of Nebraska. I became concerned about the loss of my mentor and protector in an environment that at times was hostile. So, I decided to apply for the Davis job.

DOUGLASS: Did Woody Varner leave in 1970?

DUTTON: Yes. Because of my national visibility through NASPA I had received contacts about small college presidencies. With Woody's decision to leave Oakland, I felt that the broader responsibilities and new challenges these jobs presented should be considered. I had visited a private college in Iowa where a presidency was open, and I interviewed for presidencies at two new state colleges in New Jersey. [Eina took part in the interviews and we both agreed that the jobs were not right for us. We continued to be interested, however, in the Davis position.]*

DOUGLASS: Once you were contacted by Davis what transpired in that time before you accepted the position?

*Dr. Dutton added the preceding bracketed material during his review of the draft transcript.

DUTTON: I submitted an application and then forgot about it because it was a busy time of the year with student protests related to the war in Vietnam. Then I received a request from the vice president for student affairs at Kent State [University] to give a presentation on the campus about what was happening in higher education and our program at Oakland. The request was made because of my NASPA research and publications and the visibility of the Oakland program. About that time I had a call from Vice Chancellor [William F.] Bill Dukes about coming to Davis for an interview. I was concerned about the timing because of my planned visit to Kent State. The timing problem resolved itself when the vice president at Kent State advised me not to come because they were expecting trouble very soon. Due to what happened there, my visit was never rescheduled.

DOUGLASS: When was this?

DUTTON: This was May of 1970.

DOUGLASS: Then this was sometime around May 4th which is when the National Guard shot at and killed and wounded students at Kent State.

DUTTON: Then, I visited the Davis campus shortly thereafter.

DOUGLASS: Who did you meet with during that visit?

DUTTON: Bill Dukes and his wife picked me up at the airport and then I was interviewed by the search committee chaired by [Daniel J.] Dan

Dykstra. It was a very different recruitment process than I had experienced in the past. Wherever I had been recruited before I had been contacted directly by the chief campus officer and on my visit to Davis I did not meet Chancellor [James H.] Meyer. I enjoyed my visit with Bill Dukes and his wife; they were very warm and gracious and told me to be ready for a student demonstration the next day. There was indeed a major demonstration on the quad and I thought, "What am I getting myself into?" There were probably four or five thousand people on the quad haranguing [President Richard M.] Nixon, the Pentagon and [General William] Westmoreland for escalating the war in Vietnam.

DOUGLASS: Was this when Jim Meyer was speaking to them or was this a separate occasion?

DUTTON: I don't know if Jim spoke that day.

DOUGLASS: Was this your main impression, that there were all these students on the quad?

DUTTON: Yes, the size of the crowd was a concern. On the other hand, I was impressed with how civil they were. Then I met with the committee. It was a large committee of fifteen or twenty people. They raised hard questions such as, "What about birth control? How do you feel about the war in Vietnam and ROTC?"

DOUGLASS: Were students part of this committee?

DUTTON: Yes. I remember a student named Bart Fisher who was student body president at that time. He said, "How do you feel about the student health center offering both birth control advice and contraceptive devices?" Fortunately, I had been through that issue at Oakland so it was not a terribly difficult question. We had finally decided to start offering birth control services, although it was a tough political issue in Michigan. Basically, my answer was, "If you had asked me that question two years ago I probably would have responded in a very conservative way and indicated that it was not something the institution should provide. But as a result of better understanding the problem and working with students, I feel that it is appropriate for the institution to play a role." He just smiled; he liked the answer.

DOUGLASS: What other tough questions did they ask you that stand out in your mind?

DUTTON: That one really is the most vivid in my mind because it was one of the most difficult issues with which I was struggling at the time. I had a strong value system that was reinforced in my relationship with my wife and the Presbyterian church where I was an elder. If I remember correctly, there were also questions on student protests and how

institutions should respond. We had many protests at Oakland and I knew the law so these were not difficult questions to answer.

DOUGLASS: You said you met with the committee. What else happened during that particular visit?

DUTTON: I had a chance to meet with some of the student affairs staff. I also had a tour of the campus and that's how I happened to see the demonstration on the quad.

DOUGLASS: How long were you here?

DUTTON: It was probably a two day visit.

DOUGLASS: What happened next?

DUTTON: I went back to Michigan and I said to Eina, "Well, I don't think I'll ever hear from Davis again." and I said, "I'm not sure that I really even want to go there if the job were offered because I didn't have a chance to meet the chancellor. I really don't have a good sense of the administrative style of the campus. I'm concerned about the student protest situation and what I would be facing there." I liked the job description, and that was really a major attraction to me. The job that I had at Oakland at the time as vice chancellor was very diverse but it was not as broadly based as the Davis program. I was also attracted by the possibility of returning to California where our families were located. I was asked by a member of the committee, "What is your

level of interest in this job?" And I said, "Certainly I'm very interested. I am impressed with the program, the job description and the campus. But I'm considering some other possibilities as well." I thought that that might have turned the committee off. So I was surprised when a few days later I had a call from Jim Meyer.

DOUGLASS: Was this the first contact you had with him?

DUTTON: Yes. We had a good conversation. I was very impressed with what he had to say about the program and the job.

DOUGLASS: How long did you talk?

DUTTON: My guess is we talked forty-five minutes or an hour at least. Although I did not realize it at the time, I think that I was probably the number one candidate for the job. So he was selling the job and didn't want to make it too brief.

DOUGLASS: What was your impression of him when you talked to him on the phone?

DUTTON: I was very impressed with his enthusiasm, knowledge of student affairs, commitment to students, and willingness to put together this new position. We talked about the conceptualization of the job and there was an excellent fit between the job and my interests. We hit it off well and our values were compatible. I also liked his background as an officer in the [United States] Marine Corps.

He said, "Well, we'd like to have you come back for a visit." I had just been made vice chancellor at the Oakland campus and I had job possibilities at other institutions. I didn't want to go back to Davis and go through another long committee process. I said, "I guess I really don't want to come back unless you are really interested in me." He said, "Well, I have a very strong interest. You come highly recommended and the committee is very supportive." I then arranged another visit and Eina went with me.

DOUGLASS: When did this second visit occur?

DUTTON: It was near the end of May or the early part of June because I remember it was nearing the end of the quarter and it was terribly hot. It was a fine visit. We had a chance to meet many more people and to spend a lot of time with the chancellor and with Elmer Learn who was the executive vice chancellor.

DOUGLASS: What was your impression of Dr. Meyer when you actually met him?

DUTTON: Very favorable. Jim was relatively young, and he was vibrant, well motivated and organized. He had a clear conception of the job and his expectations of the new vice chancellor. We talked about some of the reference checks that he had done. He had talked to Clark Kerr and other people, and stated that they had been very supportive of me. I thought that he was a very kind and sensitive to tell me this.

DOUGLASS: What else happened on that trip?

DUTTON: I remember that we made a decision to buy a house. [Laughter] This is something that the Davis campus has always done well. They arranged for someone to show my wife the community and to provide information on housing and the schools. Several of the spouses entertained her and she was very impressed.

DOUGLASS: Why did you decide to take the position?

DUTTON: On the second visit I felt much more positive about the situation. I had a better sense of the people with whom I would be working and their values, expectations, attitudes and operating styles. I felt that we had the same values and tended to approach matters the same way. I liked their attitude toward the student affairs program. They recognized that the program was not in good shape, that a lot of hard work had to be done, and that there were major student problems that had to be addressed.

[End Tape 2, Side A]

[Begin Tape 2, Side B]

DUTTON: The other very positive feature of the visit was that Eina had such a good experience. She liked the people she had met and the spouses who had hosted her. She was also pleased with the prospect of

building a new house. If Eina had not been positive it certainly would have been difficult for me to seriously consider moving.

DOUGLASS: When did the actual agreement occur that they offered you the position and you accepted?

DUTTON: I don't recall the details. Certainly, before I left the campus if there was not an oral commitment made to me, there was certainly a very strong indication of their interest. Normally, the way Jim operated in those days, was that he seldom offered a job until he had received feedback from people who interviewed the candidate. So, I am sure that I received positive comments from them and that the job was offered after he had talked with individuals involved in the review process.

DOUGLASS: How long were you here for that second visit?

DUTTON: My guess is it was a little longer than the first visit because we had so much to do such as looking at housing. Probably three days.

DOUGLASS: During one of your visits there was a student protest going on and Dr. Meyer was talking to them. Do you remember that?

DUTTON: It is certainly possible. I do remember the demonstration during the first visit. There was so much protest going on at that time it's conceivable that a sit-in or other protest occurred when I talked with him.

DOUGLASS: But you don't remember particularly which visit it was?

DUTTON: No. I tend to suppress those things. [Laughter]

DOUGLASS: You don't want to remember it?

DUTTON: [Inaudible] I don't remember those things.

DOUGLASS: That does not stand out in your mind in terms of your impression of him?

DUTTON: No. I do recall after I got on the job I was told of his remarks to a large student protest group that, "I'm with you." It almost got him fired.

DOUGLASS: You've mentioned a lot of reasons about why you decided to come, but was there one reason in particular that made you decide to come to Davis?

DUTTON: It is difficult to prioritize the reasons, but a significant factor was the opportunity to build a unique program consisting of a wide variety of services. There was probably not another research university in the country at that time where the vice chancellor for student affairs had a collection of student, academic and administrative functions.

There was also a personal/family dimension. The fact that my family and my wife's relatives were in Southern California was important. We also felt that Davis would be a good place to raise our kids and that turned out to be the case.

[End Tape 2, Side B]

[Session 2, April 16, 1993]

[Begin Tape 3, Side A]

DOUGLASS: When we ended the last session we were talking about your accepting the position of vice chancellor of student affairs. You mentioned that this was a new position. What was the organizational set up just prior to your arrival?

DUTTON: There had been two senior student affairs officers, a dean of students reporting directly to the chancellor and a vice chancellor for student affairs who was a faculty member and who also reported directly to the chancellor. Those two offices, apparently, had not coordinated or integrated their activities too well. Chancellor Meyer wanted a single chief student affairs officer. He decided to integrate the student program and he developed the job description for my position.

DOUGLASS: What was the conceptual thinking behind reorganizing the administration for student affairs? You just said there was a lack of coordination between the two but what else was going on?

DUTTON: You have to look at the political situation at that time. Students were very concerned about the war in Vietnam and they wanted to become more actively involved in their own education and governance of the institution. They told the chancellor that they wanted to see changes made to enhance the quality of life on the campus and improve the quality of education for all students. A major motivating factor in integrating all student affairs units under one vice chancellor was the chancellor's commitment to improve the quality of student life and undergraduate education.

Philosophically there was recognition that student learning is not one-dimensional, but rather multi-faceted and integrated. That is their personal, intellectual, physical, and social development occurs in an interactive way and all dimensions should receive attention in an educational program. The chancellor wanted a student affairs program that recognized this reality. This required that there be better connections with the academic program and that student affairs and academic affairs collaborate to enhance the quality of education.

DOUGLASS: This concept of integration of student life as well as the link with academic affairs, where did these ideas come from?

DUTTON: I don't know precisely. It received a lot attention in the literature at that time. Many educators recognized that effective learning was a

multi-faceted, integrated process and urged development of programs that recognized this reality. [There was also very strong pressure from students to attend to personal, social and intellectual needs. For example, students not only wanted a good academic education, they wanted the institution to help them cope with personal and interpersonal problems and to develop as whole persons. They demanded greater freedom in their academic and personal lives and consultation on institutional policies that influenced their lives. They also wanted their education to be relevant to them and the needs of society. Jim Meyer understood what was being written about education and what students were demanding. I suspect that this knowledge influenced his decisions about the student affairs program.]*

DOUGLASS: You just talked about Chancellor Meyer's influence and this philosophical approach in the context of the times. When you arrived here, in terms of your own beliefs, what was your response to that kind of approach?

DUTTON: I was very supportive of it. Much of the work at Berkeley, Ohio and Oakland involved the student development approach to undergraduate education. So, the job description and the perspectives of the

*Dr. Dutton added the preceding bracketed material during his review of the draft transcript.

chancellor and others about learning appealed to me. It appeared to me that I would have a rare opportunity to work on a campus where institutional goals, values and educational philosophy were consistent with my own.

Jim Meyer and others established the basic framework of the student affairs program in 1969 and early 1970. My job was to restructure the program within the frame work and to insure that student and institutional needs were addressed. It was particularly important to be sensitive to the history, traditions and values of the campus.

DOUGLASS: When you arrived in the summer of 1970, what was the first thing you did?

DUTTON: Well, I unpacked my bag. [Laughter]

DOUGLASS: [Laughter]

DUTTON: I got my desks set up. Initially, I operated out of two offices. One on the fifth floor of Mrak Hall and the other in South Hall. When I walked into the Mrak Hall office I was surprised because the walls had been decorated by a group of design students with very bright colors--orange and blue. Over time I grew to like the office and the decoration.

I also felt that I had to find out what was going on on campus, to understand student concern and learn the views of the student affairs staff. This was necessary to become a part of the campus culture and to make wise decisions in reshaping the student affairs program. Maintaining offices in two parts of the campus greatly facilitated my learning about student, staff and campus needs.

DOUGLASS: How would you divide your time?

DUTTON: Not very well. It was very important for me to be in Mrak Hall to establish myself in the administration and to gain support for the transformation of the student affairs program. Frequent interaction with the chancellor, the executive vice chancellor, other vice chancellors, and the deans was essential if I were to be successful in rebuilding the program. The bureaucratic requirements of the job were heavy even in 1970. The tremendous flow of paper from the chancellor, the president and other offices required that I spend time in Mrak Hall.

DOUGLASS: Could you give me an example of what types of paperwork it would be?

DUTTON: Modification of admissions policy and procedures, guidelines on student protests, policies on freedom of expression and the code of student conduct. [Beyond the bureaucratic requirements, I needed to

find time to talk with students, staff and faculty about educational issues. Because the administrative work load was so heavy, I had to organize an outreach program to insure that the human contacts were made. This involved setting aside blocks of time for outreach and then scheduling meetings with different groups. Creating time for staff discussions was especially important during the first six months because of concern about reorganization and the fear that jobs might be lost.]*

[Discussions deleted]

DOUGLASS: What did you do to deal with that situation?

DUTTON: Initially, I spent a lot of time talking to people. I learned very quickly that the staff consisted of outstanding people and that it was essential to utilize their talents. I also learned that there were faculty members who cared about students and the student affairs program and that such faculty support was vital in building a successful program. Finally it was clear that there were bright and dedicated student leaders, who in spite of anger and distrust could be valuable allies in the reorganization process. After completing many discussions and conferring with key staff like [Robert] Bob Downie, John [L.] Bukey,

*Dr. Dutton added the preceding bracketed material during his review of the draft transcript.

Ruth [E.] Anderson, and Maynard Skinner, I appointed several committees that focused on different dimensions of the program, such as enrollment and admissions, student activities, counseling, health, and financial aid. These bodies were helpful in identifying the problems and facilitating communications.

DOUGLASS: Was this going on the first year [1970-1971] you were here?

DUTTON: Yes. In fact, there was very intense activity of this type through most of the first year. I had no idea how to reshape the organization to insure that established goals were achieved. I had a job description with a general organization chart but an operational plan was needed. So, I spent a lot of time talking to people and as a result by the end of the year there was an organizational framework for the program that has, with minor adjustments, lasted for over twenty-one years.

DOUGLASS: How did you work with Dr. Meyer to develop the framework? Were you meeting with him?

DUTTON: Yes. We had frequent meetings on general planning and responses to crises. We were trying to fix the program while dealing simultaneously with student marches and demonstrations and other campus problems. Because of student issues and the many problems associated with running a large, complex organization, it was necessary to interact frequently with the chancellor, the executive vice

chancellor and other senior administrative officers. One of the very positive decisions of the chancellor was to establish an administrative structure that facilitated communication among senior administrative officers and this mechanism was of great help to me as I dealt with day-to-day crises and long-range planning issues. There were weekly meetings of the Council of Vice Chancellors. In these meetings we would talk about student problems that day because at that time they were usually doing something exciting. [Laughter] We would also discuss how to respond. Time was spent as well on policy and program development.

In addition, there was a body called the Council of Vice Chancellors and Deans, that met weekly for lunch, that also provided a forum to talk about protests and the crises, as well as to surface programmatic needs and facilitated the building of relationships that were very important in my work.

There was a third meeting that the chancellor had periodically. If I remember correctly, it was every two weeks. It was a formal meeting of the Council of Vice Chancellors and Deans and focused on long-range planning and policy and program development. This was another valuable forum for building relationships, facilitating communication and making important decisions.

The structure that the chancellor developed was a godsend because I was running from one protest or crises to another and his established meetings gave a vital opportunity to solicit advice and information that was invaluable in meeting my responsibilities. I learned very quickly that lone rangers did not survive at Davis. You had to consult and be a part of the team and the community. The chancellor's administrative structure helped significantly to keep me connected.

DOUGLASS: You mentioned that, at least in the first year, student protests were going on all the time. It sounds like your time was divided between developing the office along these goals and missions . . .

DUTTON: . . . You mean the program? . . .

DOUGLASS: . . . Right. And then also you said that you were dealing in sort of crisis management with student protests going on. Chancellor Meyer was doing some things and Executive Vice Chancellor Learn was doing some things. How did you fit in in terms of dealing with students protests?

DUTTON: I became the point person for the student protests. I was expected to know what was going on so I could keep the administration informed. This required frequent discussions with students. Since I could not talk to every student we arranged for the student affairs' staff to do

outreach work with students. Staff such as Ruth Anderson, John Bukey, Andy Henry, and Maynard Skinner played a vital role in this outreach effort. The staff also provided a necessary buffer between me and the students and I in turn served as a buffer between the students and the chancellor. We exposed Jim to the students selectively and only when necessary because, as the regents' representative, he was often the target of the protest. They couldn't get at the regents in Berkeley, but they could try to reach Jim in Davis.

DOUGLASS: Could you give a specific example of a particular protest that stands out in your mind?

DUTTON: We had continuing protest related to student affirmative action. At that time it was called EOP--Equal Opportunity Program. There was very strong feeling that minority student interests were not well represented, that their numbers were down in relation to the general population, and that we needed to develop strong ethnic studies programs and take other steps to improve access, retention and graduation rates.

DOUGLASS: How long had EOP been in existence?

DUTTON: Since about 1968. It started as an urban crisis program and then evolved into EOP. There was a lot of internal conflict over the

leadership of the program, for example whether the director was representing the interests of the students.

DOUGLASS: Was EOP, as a unit, under student affairs?

DUTTON: Yes. Financial aid was an important activity. At that time there many students who felt they were not receiving the money they deserved. It was also felt that some students were getting money that they didn't deserve and that we didn't have a good financial aid system, which was true.

DOUGLASS: What did you do to deal with the situation?

DUTTON: Well, we talked a lot. We created some committees and finally came up with a better system of awarding aid that was based on need. The process of change was very difficult and political because students who had received aid incorrectly did not want to lose it. There also were concerns about admissions. There were five different admissions committees: one for Blacks, one for Native Americans, one for Asians, one for Chicanos, and, one for low-income whites. And each group had its own admissions quota, and there was concern about fairness and compliance with university policy and the law. We had to change the system to insure that admissions decision was consistent with policy of the law.

There was also the question of who should receive EOP services. The individual communities were managing their own programs and services and there was concern over whether there was equal access for all eligible students. The chancellor and the executive vice chancellor wanted to mainstream the program, that is, ^{de}centralize ✓ EOP services and to link them with campus services for all students. There was great resistance to mainstreaming because it was really felt by EOP students and staff that the needs of people of color would not be well served in units open to all students. It was a battleground and I was the point person. My job was to consult with the students and the staff and these encounters were among the most bloody of my professional life. I was a white male administrator with my button down shirt and Princeton haircut. They did not particularly trust me because of my background and because I was considered an outsider from Michigan.

DOUGLASS: How did you deal with them and how did you decide to deal with the situation?

DUTTON: Not very well. I felt that I was a sincere, honest, competent person who had their interests at heart and that all we had to do was to sit down together and communicate. I learned rather quickly that they didn't see it that way. Some of the meetings were very unproductive

and I felt that I was a punching bag. But over time as we talked, the more we understood each other, and I was able to be responsive to many of their concerns. As a result the trust level increased and we got on with mainstreaming the program and better serving the needs of EOP students.

DOUGLASS: Who attended these meetings?

DUTTON: EOP staff and students. Sometimes the students were battling with EOP staff and I was trying to referee. Or sometimes they would all line up against me.

DOUGLASS: OK. I was just trying to understand who might be in these meetings.

DUTTON: [Discussions deleted]

It took us several years to reach the point where students and staff felt comfortable with the changes. We moved the EOP financial aid component into the financial aid office and applied general policies and procedures to EOP students. EOP admissions was mainstreamed within the admissions office and other support services were moved to the counseling center and other units. These changes resulted in a far better program.

[End Tape 3, Side A]

[Begin Tape 3, Side B]

DOUGLASS: You just mentioned support services and trying to mainstream that. That was one question I had. I saw that early on in the office--I believe this happened before you actually came in--that there was a Chicano/Latino student affairs coordinator position.

DUTTON: Yes.

DOUGLASS: How was it that this particular support service for Hispanic students developed as opposed to no specific coordinator, for example, for student affairs or any other group?

DUTTON: Or Black students.

DOUGLASS: Yes. Or Native American or Asian American. If I understand the organizational structure correctly. How did that happen?

DUTTON: It's a very good question. In part it was political. The assumption was that the key leadership of the EOP program at that time came from the Black community since the director was Black. The associate director was also Black. At the next administrative level there were individual staff representing each of the major groups. But the change was that the key leadership was Black. I think that the Chicano community asked the chancellor or perhaps Vice Chancellor [Chester O.] Chet McCorkle [Jr.] for a position to support Chicano students. To keep peace and harmony, the position was funded.

[Discussions deleted]

[Jesus] Jess Leyba was appointed to the position with the title of special assistant to the chancellor.

DOUGLASS: Yes. I believe that that is correct.

DUTTON: The feeling was that not enough was being done for the Chicano/Hispanic community and that's why the appointment was made. We still have a modified version of the position.

DOUGLASS: How effective do you think it was to have that position?

DUTTON: There was need for the position. One might debate where it should have reported but the position was required at the time to help support the Chicano students enrolling on the campus. Jess Leyba provided an important bridge between the Chicano community and the campus administration. [The only question is whether the position should have been placed in an existing student service. Chicano leaders felt very strongly that the position had to have a strong relationship with their community, but they also agreed that a working relationship with students units was important.]*

DOUGLASS: Do you mean that instead of having a specific position . . . ?

DUTTON: . . . The position might have been located in the counseling center.

DOUGLASS: I see. As opposed to being where?

*Dr. Dutton added the preceding bracketed material during his review of the draft transcript.

DUTTON: Connected to Chicano Studies.

DOUGLASS: OK.

DUTTON: Mainstreaming EOP services was essential because we didn't have the resources to build up substantial separate services for each minority group. We were committed to the admission, retention and graduation of students of color. The only way to achieve those ends was to mainstream EOP services and to ask all student affairs to be responsive to the needs of minority students. For example, the student activities program now has an integrated staff that in addition to working with all groups helps minority groups conduct their activities. We have found that such activities are very important in retaining students of color.

DOUGLASS: Was there any specific reaction by other minority groups over why there should be an Hispanic coordinator position versus one for the Black, or African American, or Asian communities?

DUTTON: Yes and no. The Asian community did not have a similar position. But the Black community had a staff person who ran the Intercultural Center which was designed to deal with all people of color but practically it was a locus for Black students. Eventually Gary [L.] Perkins was appointed to the job and the unit evolved into the EOP Information Office, which serves all EOP students.

The other major group, of course, was the Native American community. There was always pressure from the Native American community to be more responsive to their needs. We did have a Native American staff member named Frank Gonzales who was a part of EOP and did outreach work with Native American students.

DOUGLASS: OK. I see. What else were you concentrating on specifically in the early 1970s? Were those the main things?

DUTTON: No. One of the very important missions was to better connect student affairs and academic affairs. A faculty member in history named Don Swain was appointed coordinator of undergraduate education. He eventually became the vice chancellor for academic affairs and the vice president of academic affairs of the University of California. He is now president of the University of Louisville. One of Don's major jobs was to build bridges between student affairs and academic affairs. Together we focused on implementing the idea that students are not one-dimensional in their learning--that their intellectual, personal, social and physical development should be addressed through an integrated program. Jim Meyer was very committed to this philosophy and the Work Learn and Placement Program was an important initial bridging activity which involved both student affairs and academic affairs. We did a lot of work on integrating advising and retention

services. We created the Learning Skills Center to retain low-income minority students on the campus because a high percentage of these students were failing. Although we had waived certain admissions requirements for many of these students, we felt that they had the intellectual ability to achieve at UC Davis. All they needed was help in building academic skills and coping with learning problems. The Learning Skills Center provided such assistance. This unit collaborated with academic affairs faculty members and others in student affairs to help these students survive academically.

DOUGLASS: You've mentioned Work Learn and the Learning Skills Center. Was PELP [Planned Educational Leave Program] part of that at that point?

DUTTON: The Planned Educational Leave Program was an initiative of Jim Meyer's and involved the collaborations of student affairs and academic affairs. Jim Meyer took a personal interest in the project and Don Swain may have been involved as well.

Another joint effort blessed by the chancellor was development of a pre-professional program to help students enter health related professional schools.

DOUGLASS: What did you do to attract and retain minority students?

DUTTON: Well, of course, we mainstreamed EOP. We also added the Learning Skills Center and developed an extensive student affirmative action program.

DOUGLASS: OK.

DUTTON: We also established links with the deans' offices.

DOUGLASS: How did you do that?

DUTTON: First, we talked with them about retention problems. Many of them knew of these problems because students were pounding on their desks. When a student was dismissed, the action was taken by their college. So, the students knew very well where the power to dismiss academically to dismiss rested. We had a lot of bridge building to do because in the early years EOP was separated and isolated from other units that could help with retention.

DOUGLASS: When you say they, do you mean the deans?

DUTTON: The deans in the colleges. The deans were in a position to help build collaborative programs to address academic deficiencies. An important collaborative effort was a Summer Enrichment Program called STEP. We also created special support programs in English, mathematics and chemistry.

DOUGLASS: Did this happen in 1973 and 1974, around then?

DUTTON: Yes. In those early years, the seeds were planted and the germination started, but time was needed to implement successfully the programs initiated. We had to find the money; we had to solve political problems and we had to establish relationships and communications not only with the students and with the staff in EOP but with the deans' offices. In the first two to three years, a great deal of time was spent on working through the hostility and anger.

DOUGLASS: Where did this hostility and anger occur?

DUTTON: In meetings. It occurred in demonstrations where people would march and make demands. I remember one morning at 7:30 in my office when a group of angry minority students came in and wanted to talk. They were very unhappy about the way the EOP program was being administrated. That happened frequently. So much energy went into dealing with the anger and the frustration that it was hard to identify what the real problem was. But over time we were able to reduce the anger and the frustration and get people to talk about the real agenda, that is, how to admit, retain and graduate more students.

DOUGLASS: You mentioned attracting students as well as keeping them here and talked about programs that were developed to help students through their time here. What did you do specifically to try to attract more minority students?

DUTTON: We had in place limited outreach activities. Relations with schools staff traveled to high schools and community colleges, but we better organized and focused these activities. We more clearly identified target populations, where we were deficient, where we needed to make more progress immediately. We put more resources into admissions and relations with schools. We solved some very difficult political problems. Initially, the campus recruited along racial lines. Black staff would recruit Black students, Native Americans would recruit Native Americans, etc. We concluded that this approach did not really make sense. Why not meet with Black, Hispanic and other targeted students in the same school at the same time? So, basically we integrated outreach and admissions activity and a larger number of students were reached more efficiently.

DOUGLASS: Are there any other things that you can identify from that early period that you concentrated on?

DUTTON: We had to overhaul the student discipline system because there were concerns that it was too permissive.

DOUGLASS: What was this in response to?

DUTTON: I would say it was a combination of things. More students, more behavioral problems, and the need to gain consensus among senior administrators on sanctions for different kinds of infractions. When do

you dismiss or suspend students? When do you keep them on probation? At the same time the courts, in response to student lawsuits, were requiring institutions to clarify their regulations and due process.

When I started as an assistant dean at Berkeley, we had a regulation against conduct unbecoming to a Berkeley student. What does that mean? Many institutions had such open-ended regulations that students felt were improperly applied. So, students went to court and forced institutions to be much more specific about prohibited conduct. In the old days a student could be dismissed without due process of law.

DOUGLASS: This was happening then at other institutions?

DUTTON: It was happening across the country. The courts basically said that institutions could not discipline students without a reasonable level of due process. So, we had to redo our system of due process to insure that it was consistent with legal requirements

Nudity and pornography were emerging on the scene as major public concerns. This was the time when hippy culture emerged and many students challenged conventional standards. There was a very famous, or infamous case depending upon your position, at the University of Michigan where a group of students put on a play while

in the nude and there was a tremendous uproar. Similar cases occurred elsewhere, including California.

Let me give you a concrete example. The UC campus newspapers are funded with student registration fees. Material started to appear that contained what many people felt were obscenities. An incident at UCLA brought the issue to a head. The UCLA Daily Bruin published a sexually explicit picture and all hell broke loose. Certain regents issued an ultimatum that would remove all student fee support for student publications unless strong controls were instituted. The president, who was then Charles J. Hitch, struck a deal with the regents. The agreement was that all campuses would develop new guidelines for student publications funded with university money and would create media boards to oversee the publication. One of the first meetings that I attended on the campus dealt with implementation of the decision of the regents and the president. A faculty member named John Vohs chaired the meeting and representatives of the campus media attended. We discussed what the regents expected and out of many discussions came the media board we have today and publishing guidelines for the media.

DOUGLASS: What year was that?

DUTTON: I think it was the fall of 1970, but it might have been later.

DOUGLASS: You had a lot going on.

DUTTON: I didn't know anything about UC publications so I was glad that John Vohs was chairing the committee. He did an outstanding job. Lorena Herrig was involved and she did very fine work as well. She was a well-organized person who wrote well.

We also had to develop new rules for dealing with student expression. The Free Speech Movement at Berkeley stimulated dialogue on appropriate standards for student marches and other demonstrations.

[Discussions deleted]

[This involved clarification of the limits on freedom of expression. Defining such limits was very difficult because of First Amendment guarantees and the need to maintain basic institutional functions so that education goals could be achieved.

Cohabitation in residence halls was prohibited and students challenged this and other restrictions on their freedoms. We had long discussions about our conduct policies in the context of court decisions and changing mores. The result was greater freedom and giving students more responsibility to govern their own lives.]* When a

*Dr. Dutton added the preceding bracketed material during his review of the draft transcript.

group of students decided that they were going to have coed bathrooms. You've heard of coed floors; they also wanted coed bathrooms. They invited a reporter from the Oakland Tribune who took pictures of their so-called coed bathrooms and wrote an article that was widely circulated. I still chuckle when I think about it. To protect privacy, we took the position that coed bathrooms were prohibited. We were, however, not in a position to monitor compliance. We tried an educational approach and of course, administered discipline when violations were reported.

How to deal with the use of drugs was another big issue. Do we suspend a student for smoking a marijuana cigarette or taking LSD? Should we differentiate between selling and using drugs? Should where drugs were used make a difference in our action? We carefully worked through these questions and instituted an enlightened policy.

DOUGLASS: In terms of how you put these things into action, how did you come up with decisions about where you drew the line? You mentioned that some was coming from the courts.

DUTTON: We were arbitrary, and capricious. No! One of the things that I learned very quickly at Davis was that when a substantive change was a consideration, consultation with students, faculty and administrators

was necessary. There was little that you could do unilaterally; you had to consult carefully and intelligently. You also had to talk with legal counsel to determine what the courts were saying and what was the position of the regents. A major concern of faculty and students was that freedom not be unduly restricted. Yet the public wanted misconduct stopped and students disciplined. Ronald Reagan, who was then governor, wanted to "clean up" the campuses. He argued that these were state supported institutions and that students should go to class and stop cohabitating, smoking marijuana, and demonstrating. But people within institutions were very worried that actions taken would be too restrictive. Long and careful debate was required to strike an appropriate balance between protected freedom of expression and the control needed to carry out basic institutional functions within the context of the missions and goals, values and traditions of the Davis campus. If you did not keep that context in mind you got in trouble real fast.

DOUGLASS: Could you take a moment and define what the missions and goals, and the values and traditions of the campus were, within the context of Dr. Meyer's approach?

DUTTON: Very simply our mission was to offer high quality education to students, to conduct research so that knowledge could be advanced,

and to provide public service. We wanted to achieve excellence in all three areas, but there was a constant struggle over how many resources to allocate to undergraduate and graduate education versus research. Students and some faculty wanted the emphasis on education while others argued that both research and education be emphasized.

[Discussions deleted]

There was a very strong commitment by faculty to teaching students and it was generally felt by faculty that good research enhanced teaching. We had senior faculty members teaching freshman seminars and advising students. The value placed on teaching and learning at Davis was unique among the larger UC campuses.

DOUGLASS: Where do you think that value placed on teaching and learning that makes Davis unique came from?

DUTTON: It goes back to our heritage as a farm school and the close personal relationships that existed in the beginning. Faculty were preparing students to become farmers and there was a very small student-faculty ratio. Graduates were expected to relate well to citizens and the faculty also had to work with farmers. There was a lot of hands on activity like teaching students how to work with people and animals, and equipment. When we added Letters and Science and other colleges, beginning values and commitments were continued. I saw

that so clearly when I came in 1970. The student affairs staff who were here were committed to students and so was the faculty.

[William C.] Bill Weir, a faculty member and former dean of students was a good example. He was deeply committed to students.

[End Tape 3, Side B]

[Begin Tape 4, Side A]

DUTTON: From the beginning to the present, there was a strong belief in the dignity of men and women and that people respond better if they were treated fairly and humanely. Such beliefs became woven into the value system of the campus. Even though we went through a period of rapid growth following World War II, our culture and traditions have been transmitted to newcomers. One of the major concerns the last three years with so many early retirements is whether the basic value system will remain intact.

DOUGLASS: Do you mean administration, faculty and staff?

DUTTON: Yes, those who remember what it was like twenty years ago. We are moving into a potentially vicious budget cutting period that could pit people against each other. [The question is] will civility, fairness and equity be retained?

DOUGLASS: In connection to the goals and mission of the campus, you said that when you arrived here to become the vice chancellor and to build the

student affairs program that there was this framework you were building in order to fulfill the goals and mission through these various activities--EOP, etc. How long do you think it took to actually get the framework in place?

DUTTON: First, good work had been done by others before I arrived on the scene. The work of John Bukey, the dean of men, Ruth Anderson, the dean of women, [Ivan] Van Richards, the dean of students, and Bill Weir, the dean of students, established a solid foundation. A deep commitment to students had been made and that factor was embedded in the student affairs fabric that I inherited. The campus ministers also reinforced the commitment to student welfare. They brought a dimension to student life that was very important. They need recognition in this oral history because of their significant contribution to the quality of campus life.

Basically, I built on the achievements of the past in carrying out the directive of the chancellor. The Work Learn Program, the Planned Educational Leave Program, and peer advising are examples of new initiatives that were possible because of the good work of the past. Establishment of the Research and Information Program was a high point in my career at Davis.

DOUGLASS: Did that develop in 1977?

DUTTON: Yes, that sounds right. We had received funds for innovative projects and the chancellor and I and others in student affairs felt that we needed to systematically survey students periodically to determine their needs and characteristics, and to evaluate programs and services. We slowly institutionalized that program and today it has a \$300,000 or \$400,000 budget.

Psychological services was another important development. We had a very good counseling center when I arrived, but as the campus grew there were more students with psychological difficulties. In recognition of the fact that we were concerned not only with intellectual development but with the whole person, we moved to strengthen counseling services along with athletics, recreation, social and cultural programs. When I retired in 1991, we had a finely tuned program that responded to a wide range of needs. This was one of the significant achievements in student affairs over my twenty-one years as vice chancellor.

DOUGLASS: It sounds like then most of this was put into place, or expanded upon, or was started in the seventies.

DUTTON: Yes.

DOUGLASS: Is that fair to say?

DUTTON: Yes. And there were many reasons for that. One is that we integrated the programs so that they were better articulated and coordinated. There were more resources available at that time and we had the new initiatives of the chancellor. The students were also pressing for more activities and services to meet their needs. It was a time of innovation and change; the sky was the limit. Money was available and the university was growing. At times you couldn't spend the money fast enough. The challenge was to try to spend it wisely [Laughter].

DOUGLASS: You talked about this ongoing issue regarding trying to respond to the needs of all students.

DUTTON: Yes.

DOUGLASS: One major issue was attracting and retaining minority students. Now towards the mid- to late-seventies there were still a lot of student protests going on such as those reacting to the [Allan] Bakke decision . . .

DUTTON: . . . And the South African problems.

DOUGLASS: . . . Right. How did you deal with those accusations that students were making about UC Davis and what it was really doing in response to minority students in the mid- to late-seventies?

DUTTON: I am sure that some of the activists didn't like our responses. It was not easy because each year the campus grew. When I came here we

had about 11,000 or 12,000 students. But we added about 800 to 1,000 students each year. Rapid growth increased feelings of alienation and depersonalization even though in our research and outreach efforts we tried to measure student needs and expand services accordingly; it was difficult to deal with all the problems associated with growth. But communication became more difficult every year. One of the things that I think we did pretty well was we stayed in touch with where students were coming from. So there were not too many times where we were surprised with a major student protest.

DOUGLASS: How would you stay in touch? Can you give a specific example?

DUTTON: Well, reading the newspaper daily. The Aggie did, and continues to do, a good job in reflecting student opinion. We had an extensive peer advising program. There were two student assistants to the chancellor. Our student affairs staff was interacting daily with students. The chancellor and I had frequent meetings with student body officers where we talked about problems. So, we had enough interaction with the various student subcultures to know pretty well what was going on. Occasionally, we would be surprised by a student protest or complaint, but not too often. Generally, communicating with students was a daily activity and I personally devoted a great deal of time to student outreach. I felt an obligation to keep the chancellor

DUTTON: and other senior administrators informed about what was happening. I had also learned over the years that it is better to prevent problems through anticipation, than to deal with them when they surface. Child care is a good example where we identified a critical need through student outreach and initiated a new program.

DOUGLASS: How did you anticipate, for example, the Bakke decision in terms of reaction?

DUTTON: First of all, we did not anticipate the case very well. The medical school used set quota for people of color and that was illegal.

DOUGLASS: One of reactions to the Bakke decision took the form of accusations in the student newspaper and included one that the regents had encouraged Bakke to file suit and wanted him to win.

DUTTON: I am aware of that, but it is not true. But there was mistrust about the intentions of the regents regarding affirmative action. Of course, the court's decision allowed continuation of affirmative action in admissions. Basically the decision voided quotas but permitted the use of race as one factor in building a diverse student body. There was a great deal of protest at the time the court decision was pending and these also focused on concerns about access and retention on the general campus.

DOUGLASS: What were those concerns?

DUTTON: Almost every protest that I faced in my twenty-one years as vice chancellor dealt with more than one issue. Usually there was an effort to increase pressure by building a coalition of groups. Admissions might be the core issue but retention services, ethnic studies faculty hiring and retention might be added to expand the size of the protest group. The collage of issues made it very difficult to respond quickly and successfully.

DOUGLASS: Is this what occurred with the protests over the investments in South Africa?

DUTTON: Exactly. As we debated the investment policy, students asked why the University of California was not doing more to improve access for minorities and to help them graduate? Why did not the university have more minority faculty? Why were campus environments not more supportive of people of color?

DOUGLASS: What was your response to those accusations?

DUTTON: We would always take the position that we understood their concerns. One of the things I learned as a young dean was that you must try to identify with the protesters and understand what they were telling you. The next step was to determine from a university point of view what arguments or complaints seemed reasonable and what corrective action was feasible both in the short-range and the long-range. When I came

in 1970 affirmative action was a high priority. We worked on improvements constantly. So, we were always able to report to protesting groups what we had done. But that was never enough because the work was ongoing to improve access and retention and to make the environment more hospitable. Usually positive gains would come from the conversations. We would agree to continue to talk.

A few years ago, and I found a file on this, we had difficulties in the Spanish department. Is that a new topic for you?

DOUGLASS: Yes, I think it is.

DUTTON: There were problems that needed to be addressed. They could not be addressed quickly so changes were planned on a long-term basis. Sometimes in conversation with students we would learn that policy needed to be clarified to avoid conflict. For example, a student group planned a slave auction which was not specifically excluded under existing policy. When word about the event circulated there was an immediate protest from Black students.

DOUGLASS: What did you do in response?

DUTTON: We suspended the event and worked with students to write a new policy that recognized freedom of expression but also the need to avoid activities that were offensive to particular segments of the campus.

DOUGLASS: When was this going on?

DUTTON: My guess is about ten years ago.

DOUGLASS: This was the early eighties then.

DUTTON: We worked on those policies then. Speakers on the quad would say things that were offensive to women or to minorities and we had to work through the free speech issue on the one hand and the harassment issue on the other hand.

[Discussions deleted]

An area of frequent concern was the need to build up the ethnic studies programs. Jim Meyer created a planning process for development of these programs and [Theodore L.] Ted Hullar continued the work when he became chancellor. As a result a number of FTE were added to ethnic studies. There were many protests over what students considered to be inattention to ethnic studies. But change in academic programs does not occur over night. The Academic Senate, the colleges and many other units must be involved. Students did not always understand why change was so slow even though we tried to explain the review process. Because change required so much time we usually created structures that permitted ongoing dialogue with the students.

DOUGLASS: Can you give an example?

DUTTON: Well, if the students were concerned about development of ethnic studies or an ethnic studies requirement--both long-term projects--we would appoint a committee or use an existing one to make sure that students had frequent feedback and the opportunity to contribute ideas.

Often problems that were complex and complicated involved academic affairs, student affairs and the chancellor's office and as vice chancellor I could not unilaterally modify programs or policies. The best I could do was to try to arrange for a review by the appropriate bodies and to explain the process to the students. Students would become frustrated because they assumed that as the vice chancellor I had the authority to act. I would explain for example that course requirements and content are the responsibility of the faculty. The chancellor and other senior administrators have no authority over academic matters. These exchanges helped to increase understanding among all parties.

DOUGLASS: Maybe this is a good point to stop.

DUTTON: Yes.

[End Tape 4, Side A]

[Session 3, April 21, 1993]

[Begin Tape 5, Side A]

DOUGLASS: At the end of the last session we were talking about the primary activities you were involved in during the 1970s. Before moving on I want to ask you what was a typical day like for you doing that period?

DUTTON: Chaotic and painful, and not because of my back. As we discussed before, there typically were two dimensions to my job. One was simply doing the bureaucratic work: processing paper, drafting memos, writing letters for the chancellor, dealing with personnel matters and budgetary concerns, planning buildings, and completing activities that were necessary to provide the services for our student clients. The other part of my work involved dealing with student related problems: students unhappy about the regents' investment policy in South Africa or concerned about the universities' involvement with the military industrial complex. Responding to student problems required a lot of time because it was necessary to understanding the issue and to work

through the emotion and anger. Most of us do not deal well with confrontation but it is a reality of student affairs work.

Another frequent activity related to planning and policy, and program development. The program that developed over twenty-one years involved a lot of planning and careful evaluation, research, and implementation.

DOUGLASS: You mentioned dealing with problems and with students, especially regarding protests which were going on in the early seventies. How long did that go on for?

DUTTON: For an extended period of time. During this period I was directly involved in three arrests.

DOUGLASS: When did that happen?

DUTTON: I can't be specific as to time.

DOUGLASS: What was the situation?

DUTTON: The first one was sometime in the early seventies dealing with the bombing of Cambodia and the U.S. involvement in Southeast Asia. Although the war was the central issue, other concerns were included to increase the number of participants. These concerns were related to affirmative action, freedom of expression and choice and displacement of farm workers through mechanization.

[Discussions deleted]

The Chicano community was very concerned about the involvement of the Davis campus in the development of machines that supposedly put farm workers out of work. They wanted such development to stop and more attention given to the needs of the workers.

DOUGLASS: What did you do in that particular situation to deal with that accusation?

DUTTON: It depended, of course, on the amount of time you had to respond. If there were fifty people in your office demanding action, you had to deal with that immediate situation. Do you walk out if possible? Do you call the police and arrest them immediately? I typically tried to talk to the students to learn the nature of the problem and build bridges to avoid further conflict. Over the years we had developed an extensive network of student affairs staff, faculty, and student leaders, and when we heard about problems, we would bring people from the network together to discuss what to do. Usually out of the discussion would come a framework for a response and planned outreach to the protestors and related groups to insure that there was good two-way communication.

DOUGLASS: With that particular issue over mechanization, which was tied up with the investment in South Africa, how valid did you think that accusation was?

DUTTON: There is no question that the university played a role in the development of machines to facilitate the picking of fruit and vegetables. And there is no question that that was good for the state of California, the U.S. and other countries. Also our faculty developed strawberries and tomatoes, and other crops, that were resistant to damage by machines. These developments made California one of the great agricultural areas in the entire world. But there was a down side as well. There was dislocation of people who relied on income from working in the fields. The state had a responsibility to provide retraining programs for those displaced.

DOUGLASS: Returning to when you were talking about how you spent your time, you said you had two different offices where you were in Mrak Hall as well in the dean of students office. How long did you continue that?

DUTTON: I maintained an office in South Hall only the first year because people had difficulty knowing where to find me and I could not maintain duplicate files, etc. Space was also tight so I decided to maintain only the Mrak Hall office and to develop an outreach program to stay in touch with staff and students.

In the first few years I tried to visit every unit and talk with the staff about their concerns. This proved to be an important way to

increase my knowledge of student affairs and the campus and to give me greater visibility in all of the units.

DOUGLASS: Once you were located on the fifth floor of Mrak Hall how long were you there?

DUTTON: I would say about 1985. I think I was there about fifteen years.

DOUGLASS: Then you remained on the same floor with the chancellor and the executive vice chancellor?

DUTTON: Yes. And the vice chancellor for academic affairs.

DOUGLASS: Previously you said that when you came to Davis one of the dominating concerns that the student affairs program needed to concentrate on was that around women's issues. You mentioned the Vietnam War, affirmative action programs, and that the other was women's issues. What did you mean by that? What was the situation?

DUTTON: Well, there was growing concern not only on the part of women but many others that women were being discriminated against and that policies, and campus activities, were not always sensitive to the needs of women. Some activities were actually offensive to women.

DOUGLASS: Could you give an example?

DUTTON: Yes. I think I can. Pictures that appeared in the California Aggie were at times offensive to women. The ad section also contained statements that were offensive to women and tended to degrade them.

DOUGLASS: Were these personal ads?

DUTTON: Yes. But news stories were also a problem.

DOUGLASS: What did you do to address those issues?

DUTTON: A very significant development was the emergence of the Women's Center. The center evolved out of discussions with women on the campus. It was felt that a center was needed where women could go with their concerns and such a center could develop programs on womens' issues. One of the concerns at that time was that there was a two track advisory system for undergraduates. If you were a male you might be directed in one particular direction, engineering for example.

DOUGLASS: Let me interrupt for a second. When you say directed, what does that mean exactly?

DUTTON: Well, the feeling was--and I never had any concrete evidence of this--that advisors tended to encourage males to go one direction and women another.

DOUGLASS: This was the faculty then?

DUTTON: Yes. That was the allegation. I never came across a faculty member who actually said that, but that's what I was told. "You're going to be

a homemaker so you should go into home economics and maybe design. If you graduate from medical school or law school you're going to go into the profession for a short period of time; you're going to get married, have children, and leave the work force. It is more cost effective for males to enter these fields." Again, this was never corroborated, but many people felt that the accusation was true. So there was an attempt to have women viewed as having the same talents, needs and rights as men, and that women should be able to pursue whatever goals they wanted. If they wanted to become doctors and lawyers they should be free from discrimination and harassment.

Let me give you a concrete example of the difficulty women faced. In veterinary medicine, which had a predominately male student body, there was a tradition of holding an annual smoker. Are you familiar with the smoker terminology?

DOUGLASS: No.

DUTTON: Men would get together, drink and watch dancing ladies who might disrobe. As women entered the program there were complaints about the smokers, but women were pressured to go along with what the men wanted. Finally, a formal charge of harassment was filed and disciplinary action was pursued against the organizers.

Another incident involved the Take Back the Night march.

Have you ever come across that?

DOUGLASS: Yes.

DUTTON: A group of women and men students decided that the time had come to demonstrate that women could be out safely at night. They gathered in Central Park and marched down Russell Avenue. A couple of the fraternities, Sigma Nu and SAE behaved rather badly toward the women. Charges were filed against the fraternities and disciplinary action was taken.

DOUGLASS: Was this the mid-seventies?

DUTTON: Yes. I think so, but it may have been later. My office was involved in investigating the case and taking disciplinary action against the two fraternities.

DOUGLASS: You mentioned the Women's Center as one concrete result of dealing with some of these concerns with women's issues. How did that idea come about?

DUTTON: We're not an island. What is happening in the country and the state influences what we do here. Across the country there was increased awareness about women's issues and the need to make improvements. It was important to change the way males viewed women faculty, staff, and students. One approach was to make changes in the

counseling center, the health center, and other units and this was pursued. The other approach was to create a unit where women students, faculty, and staff could go with concerns and talk to other women. This unit would also conduct educational programs for men and women so that there would be increased sensitivity to the needs of women and the attitudes and behaviors that need to change. It was also a place where concrete problems could be identified and transmitted to the administration or faculty senate for review and action. It was not easy to get the center started because some people questioned the need for it. Money was always tight and it was suggested that it would be more cost effective to add resources to existing units. But the center was established and has been successful.

DOUGLASS: You just mentioned that there was a lot of disagreement about the center and the response was why not put funds into existing units and not have a particular center. Why do you think it is that you were able to actually get funding for it?

DUTTON: If I remember correctly there was innovative grant money from the President's Office available to initiate new programs. We started a number of programs including the Women's Center. We enhanced peer advising and the students affairs research and information program.

DOUGLASS: Would these be one-time grants initially?

DUTTON: Yes, but I think that the President's Office eventually regularized the funds. Because of funding restrictions the initial program was very limited but over time more resources were added and the program became firmly established. There probably has not been a program that has been studied more than the Women's Center.

DOUGLASS: Is that right?

DUTTON: Periodically there were studies about its mission and whether it was doing the right things. It was always controversial to some degree because some people felt that we didn't need it. That was not simply a male response; even women felt the same way and disagreed with some of the activities and priorities of the Women's Center. But the center persisted and out of these reviews came changes. One of the very early changes was that it should be linked to research activity so it became the Women's Resource and Research Center. If we were going to understand what women were facing in higher education, we needed more research. A library was created and a women's study program was developed. The women's study program was separate from the Women's Center but there was a collaboration.

Initially there was a staff member who was the director of the Women's Center. Faculty women felt that if the Women's Center was

DUTTON: going to survive and be viable it had to be connected with the academic program. So, we moved to a model that had a faculty woman as director and then an associate director from student affairs was appointed.

DOUGLASS: When did that occur?

DUTTON: Probably ten or fifteen years ago.

DOUGLASS: Then it was not long after the center was established?

DUTTON: Yes. It was not too long after the initial development that changes were proposed. People were still asking was it really needed and was it really doing what it should be doing.

DOUGLASS: What did they perceive that it should be doing?

DUTTON: Some people felt that the unit should deal only with educational matters as opposed to social or political issues. Again, a number of senior faculty women felt that there should be a strong academic connection.

DOUGLASS: It sounds like the framework for student affairs was well in place in the seventies. What did you concentrate on during the time frame of the eighties?

DUTTON: Let me say that the basic framework of the program when I left two years ago . . .

DOUGLASS: . . . That was 1991?

DUTTON: . . . Yes. Evolved in the first couple of years.

DOUGLASS: OK.

DUTTON: And then what occurred in the next nineteen or twenty years were basically refinements. What is remarkable is that the work done in 1969-1971 has persisted over twenty-one years.

But the population grew and there were new needs. In the early seventies there was a lot of protest activity and then sometime in the mid- to later seventies that died and students became more mainstream and concerned about academic survival and success. One of the criticisms of Davis students that started to emerge at some point in the seventies was that they were too goal oriented, too concerned about grades, and they were too serious.

DOUGLASS: You said criticism occurred. Who was providing the criticism?

DUTTON: Some of our faculty wanted students to be more intellectually oriented--learning for the sake of learning--as opposed to seeking a grade to get into a professional school. Something like 70 or 80 percent of the freshman who entered--and I think this is probably still the case--said that they wanted to go on for graduate or professional work. Eventually two thirds of our students entered a graduate program and that's very significant. Basically we had pre-graduate/pre-professional student body at the undergraduate level. The students were, therefore,

very concerned about grades. Many of the problems we dealt with-- stress, suicide, and drug abuse--were related to the desire to attend a graduate or professional program.

DOUGLASS: You saw this starting to happen in the seventies?

DUTTON: Yes and persisted through the eighties.

DOUGLASS: What did you do to address those particular issues like drugs and alcohol?

DUTTON: I guess there were two responses. One was to try to understand the problem.

DOUGLASS: Right.

DUTTON: I spent a lot of time talking to students, faculty and staff about what was going on. Number two, we had our research unit in place at that time so we were able to do surveys to get some idea of what the problem was and what the solutions were. Then it was a matter of sitting down with people representing our various student affairs units and developing appropriate programs. For example, in the student health center we established the drink program. We now have about a quarter of a million dollar health education program in the health center. That program came out of discussions about student depression, stress and the increased use of alcohol. We also added resources to the health and counseling centers from campus funds.

DOUGLASS: Moreover, we modified our communication procedures to make sure
DUTTON: that a student with an alcohol crisis in the residence hall was quickly
referred to staff in the health and the counseling centers.

DOUGLASS: This is interesting. It sounds like you used a similar approach for each
DUTTON: issue which arose and that this approach was to try to anticipate as
opposed to getting into a crisis and then dealing with it.

[End Tape 5, Side A]

[Begin Tape 5, Side B]

DOUGLASS: For example, it sounds like the research component was one way of
looking at and anticipating issues.

DUTTON: Right.

DOUGLASS: How did you know that students were experiencing stress and other
problems?

DUTTON: We had a big crystal ball that we looked at each morning! One of the
DUTTON: points that the chancellor made when I came in in 1970 was that he
DOUGLASS: expected the student affairs staff to stay current on campus problems.
DUTTON: We built over time a infrastructure that made it possible for us to stay
current with student problems. That infrastructure involved a lot of
standing committees and meetings. Our senior student affairs staff
would meet every two weeks and these sessions were an excellent
source of information.

DOUGLASS: Who attended this meeting?

DUTTON: These were the individuals who directed the thirty or so major units in student affairs.

DOUGLASS: This was all staff then?

DUTTON: Program directors and coordinators. We also had an extensive peer advising program that produced valuable information. I met periodically with the peer advisors and after staff had frequent contact with the advisors as well.

One of my major concerns every day was what was going on the campus. I read the California Aggie which was a good source. We were meeting with student groups and with student government officers. All of these contacts permitted us to stay in touch with campus developments.

DOUGLASS: I want to ask you . . .

DUTTON: Let me just back up.

DOUGLASS: Certainly.

DUTTON: A significant achievement was the process we created over many, many years to anticipate problems and then to actually deal with them when they occurred. I am very process oriented and good processes kept the information flowing. The emphasis on networking is an outgrowth of Jim Meyer's philosophy of matrix-management. We did

a lot of matrix-management in student affairs. We had standing committees and bodies that facilitated communication and cross functional cooperation.

DOUGLASS: That ties into what I want to ask you next regarding Chancellor Meyer and the matrix-management approach. How effective was the matrix-management system in terms of achieving goals and objectives?

DUTTON: It was very effective. Some people might say that the administration was too highly structured. But on the whole, the system served the campus extremely well during the Meyer years. We had committees and work groups for everything. And if an ongoing committee or work group didn't cover a problem we created an ad hoc group called a task force. As a result, although we had a lot of serious problems through the years, we avoided many crises because the matrix system worked. It brought together the people who had the authority to deal with issues. For example, I chaired the Financial Aid Work Group which consisted of the dean of the Graduate Division, the director of financial aid, the assistant vice chancellor for enrollment services, the budget officer, and the accounting officer. We would meet frequently and deal with ongoing problems in financial aid. Since we had established meetings if a crisis arose all the managers were usually available to deal with the problem.

The other key point with the matrix system is that it's cross functional and you don't have to go up the line to get everything approved. The chancellor delegated to me the authority to make certain decisions and I had all the other key people together in the financial aid work group to act on problems.

If it was a very critical problem I would usually take it to the Council of Vice Chancellors for final deposition. Another advantage of the matrix system is that you avoid unhappy feelings because everyone is consulted. We missed people occasionally but not too often because the structure conditioned us to think cross functioning.

DOUGLASS: What, if any, was the down side of having that kind of system?

DUTTON: I guess the down side was that a lot of energy went into creating and maintaining the system. A large number of bodies had to be appointed each year and the expectation was that they would meet frequently even though there was not much on their agenda. So some people grumbled, "Well, here's another meeting in Mrak Hall." Still, on balance it was far better to have the system in place. The Davis campus during the Meyer years had the reputation for being the best managed campus in the system. The only other one that came close was UCLA. If you wanted something done quickly and well the Davis campus came to mind. That is a real tribute to Jim. I don't

think we would have gotten through the years of rapid growth as well as we did without his system. And our campus did not have as much conflict because people knew where to go for action on important issues and the system helped cope quickly when crises arose.

DOUGLASS: What was it like to work for Dr. Meyer? I should say with him.

DUTTON: Yes. Because I think that Jim would argue that I was a colleague. You always knew where you stood. Jim was very clear about his expectations. He spent a lot of time thinking about goals and priorities. We had many meetings so I always had a good sense of what was required of me as a senior administrator and what was expected of the student affairs organization. I also knew that I could reach him in a crisis and expect his support. We didn't always agree on everything but we were able to talk matters out. We could also use the Council of Vice Chancellors to debate on issues and to decide on a cause of action.

The other thing that I really liked about Jim was that he was very good at delegating. But I also knew that I should consult with him and other senior administrators in crisis situations to avoid the type of situation that occurred in Texas.

DOUGLASS: Do you mean Waco, Texas and the Branch Davidians?

DUTTON: Yes. Exactly. You may do something wrong if you don't consult. We still made mistakes but Jim Meyer was always supportive. He never criticized me in the press. In a debriefing he might say, "Well, we might have done this differently." But if a group of students complained to him about something I had done he was always very supportive. He never undercut me. That's something I valued highly.

An important feature of Jim's operating style was that he organized his life in such a way that he was removed from the trivia and detail of daily operations. The vice chancellors were expected to handle operations while he planned new initiatives such as the Work Learn Program, Planned Educational Leave Program and the new School of Management. At times I was so caught up in the day-to-day management and dealing with the protests that I was not thinking broadly or conceptually and it was always very rewarding to talk to Jim about campus needs and plans.

DOUGLASS: How did he manage to get the trivia and day-to-day operations out of his life?

DUTTON: He was a great organizer. He created a first-rate organization, hired good people, and delegated clearly.

DOUGLASS: The fact that he delegated was important?

DUTTON: Yes. If you read the files you will see very clear delegations of authority. He was able to identify what needed to be done and to delegate. He had the infrastructure in place which provided for frequent meetings with the vice chancellors and deans. So, even though he delegated heavily he was able to stay in touch with problems.

DOUGLASS: In talking about Dr. Meyer's approach and some of these methods he used for communication like these luncheons of the deans and vice chancellors, one thing we have not brought up is the fall conference. What did you think of the fall conferences?

DUTTON: They were outstanding especially in the early and middle years. If you go back to 1969 when Jim was appointed chancellor the campus was in a state of flux. The ROTC building had been set on fire, there had been many demonstrations and there was mistrust of administrators even at Davis where student-administrative relations were generally positive. Jim decided that we needed an informal setting where people could talk about the goals, priorities, and problems of the campus. He brought together roughly thirty faculty, thirty students, and thirty administrators to talk about the conflict and campus improvements. The conference was held annually and gradually moved away from crisis management to planning and

program development. I appreciated that student affairs was always given an important role in the conference. We were able to help shape the content of the conference. A number of student affairs staff attended, and we played a role in selecting the students who came. I had the privilege twice of serving as chair of the conference. There are not many institutions where student affairs would have been given this responsibility.

As student problems calmed down and we became more organized and structured to deal with matters routinely, the question arose whether a conference was needed every year. If my recollection is correct, we skipped a year once and we had a lot of trouble.

DOUGLASS: Was there a direct correlation?

DUTTON: Well, we didn't know for sure but I can remember the deans and vice chancellors talking about that.

DOUGLASS: When was this?

DUTTON: When you get to be sixty-one it is difficult to remember such detail, but I think that it was in the mid-seventies. I remember Elmer Learn was executive vice chancellor.

DOUGLASS: It would have been before 1984 then.

DUTTON: The feeling was that we made a mistake in not having the conference. Student communications had declined and there was more student

conflict. So, we went back to the annual pattern and we reinforced the basic purpose of the conference which was to establish and build relationships and to enhance communication. Everything else was really secondary. If we could start the year with good relations with new students and faculty leaders, there would be a better foundation for dealing with campus issues during the year.

DOUGLASS: Do you think the conference was successful in establishing and building relationships and enhancing communication?

DUTTON: No question about it. I can remember on many occasions student leaders saying after the conference that they could put a face to a name. Or that they didn't realize the chancellor really cared enough about them to play volleyball with them or that the faculty would sit down and play cards with them, or that administrators were really human. The problem that finally developed was that after many years the administrators and some faculty got tired of going. The students were always enthusiastic and felt it was an honor to be invited. Not all students, however, came away from the conference happy. Some years students of color felt that we had not dealt effectively with diversity and minority issues.

DOUGLASS: That continued to be a theme then?

DUTTON: Oh yes. The conference always became a forum for students to articulate their concerns. And that was good. Some people were upset because more time was not devoted to research or graduate studies but the debates over such issues as the war in Vietnam or investments in South Africa were very important to the campus. The level of interest and quality of the conference varied from year to year but on the whole the conference made a major contribution to building community and enhancing communication across the campus.

DOUGLASS: You touched on this throughout but what did Chancellor Meyer do in particular that fostered the student affairs program, if there is anything in addition to what you have already mentioned?

DUTTON: We talked about the philosophical and the financial support and the opportunity he gave me to be a part of key decision-making bodies. This was not true of many student affairs programs throughout the country.

DOUGLASS: What would you say would be the key or most important thing that helped foster the program?

DUTTON: I would think it would be the philosophical direction from the chancellor.

DOUGLASS: Do you mean his approach?

DUTTON: Yes. He believed that a strong student affairs program was necessary to maintain a constructive campus learning environment and that you cannot have an effective educational program without a good student affairs program. This view of the role of student affairs contributed to my remaining for twenty-one as vice chancellor for student affairs.

DOUGLASS: Chancellor Meyer retired in 1987 and you stayed on with student affairs until 1991. In thinking about the matrix-management approach and the support for student affairs, could you briefly describe what changed with having a new chancellor?

DUTTON: When Ted Hullar came he decided to continue the student affairs program as he found it. He publicly expressed support of the program. One of the reasons for his support was that we had excellent staff and were able to respond to many of his early initiatives.

In relation to matrix-management, he continued the committees and work groups but he behaved differently from Jim Meyer. Jim was always very structured, organized, and deliberate. If he were stopped by students on his way across the campus he would listen patiently but he would probably say, "That's an interesting idea. I'll think about it." Then he might consult with the Council of Vice Chancellors or some other body. Ted Hullar in the same situation would probably say,

"That's an interesting idea. I'll try to do it." He might decide to implement the idea without using the matrix system.

DOUGLASS: Thinking of the example you just gave, how did Ted Hullar's style affect the operation of student affairs?

DUTTON: We had to respond more quickly because the regular consultation process might not be used. We might also have to organize student meetings on short notice. In the case of Jim we started the year with an organized plan and we essentially followed it. Ted, at least in the first year, was more ad hoc and wanted to do a lot more things quickly and so we had to be prepared to respond without much notice. Over time Ted's student contact became more organized like Jim's because he clarified his agenda during his first year. I remember that Jim's first year was unique. We had a governor who was unhappy with him and he almost lost his job.

DOUGLASS: He hadn't even officially become the chancellor yet.

DUTTON: That's right.

DOUGLASS: When you look back at your time as vice chancellor of student affairs what was the main challenge of the position for you?

DUTTON: The most difficult challenge I faced was balancing the major functions of the job in a way that permitted me and the organization to do what was expected. The bureaucratic part was very demanding--budget

analysis, staff evaluations, processing paper and responding to committee recommendations. It was also necessary to stay in touch with campus events because the chancellor expected me as vice chancellor to be well informed so problems could be anticipated. In a time of crisis I had to balance my time between the crisis and bureaucratic problems. The organization had to continue and function in spite of human problems.

DOUGLASS: How did you balance your time?

DUTTON: Well, it was very difficult. I worked long hours--until 8:00 or 10:00 at night. I somehow found time to keep up with the paperwork while dealing with student problems. Careful use of time and heavy delegation of authority helped significantly. I had a great group of people working with me. They could act without me and did so wisely.

DOUGLASS: Who were the main people you delegated to?

DUTTON: We tried to set up an organization that clarified and delegated authority. Bob Downie who had [Robert E.] Bob Chason's job in the beginning very effectively processed a great deal of work and represented me at many meetings. The assistant vice chancellors also played key roles in insuring that essential tasks were completed. I

DUTTON: could not have done my job without excellent staff who knew their jobs and when and how to act.

DOUGLASS: What were your main achievements for the office of student affairs?

DUTTON: I think a good philosophical understanding of the nature of student affairs work and building a program consistent with that perspective. In addition, creating a program that contributed to the full development of students--their intellectual and social development. Building and maintaining a constructive campus environment that facilitated learning and personal growth was another important achievement.

DOUGLASS: Were there any disappointments?

DUTTON: Yes. At times I did not handle the stress associated with campus crises too well and that took its toll. The job was very demanding and stressful. It was one of the most complex positions on the campus.

DOUGLASS: What did you like most about the job?

DUTTON: The greatest satisfaction was that over time I was able to see progress in our efforts to build a first-rate program. The fact that the program developed a national reputation for its innovations and quality was especially rewarding.

DOUGLASS: As vice chancellor of student affairs what did you perceive to be your most important role or function?

DUTTON: That's difficult to answer. I guess a starting point would be the opportunity to participate in campuswide decision-making regarding the direction of the campus, and in particular of the undergraduate education program.

DOUGLASS: This gets back to the organizational structure allowing you to do this?

DUTTON: Yes. And I always had the opportunity to participate and to contribute because of what student affairs had to offer the campus and the information I had on students and their problems. Knowledge is power and through students and staff, I was well prepared to contribute to important campus decisions. When decisions were made about the environment and the quality of campus life, I was consulted and able to provide useful information.

[End Tape 5, Side B]

[Begin Tape 6, Side A]

DOUGLASS: Is there anything that we have not discussed that you think we should? One thing that you mentioned to me was the issue revolving around child care and the role of the campus.

DUTTON: Yes. It is a very important issue because of the way our delivery system evolved. It became an important issue as more women entered the work force and educational program. The campus simply could not say, "We have no responsibility for child care."

DOUGLASS: How did the issue come to your attention?

DUTTON: In a couple of ways. First graduate students and faculty members were having a hard time finding child care and could not do their work without help. Berkeley, UCLA, and other campuses had initiated child care programs so we were expected to do the same. Deans and others in academic programs in the graduate division argued that they could not attract students without child care. It was a fascinating philosophical discussion because so many of the decision-makers were males who had been able to meet their child care needs during graduate study through co-ops and other private arrangements. The institution did not play much of a role. But in the seventies and eighties that model was challenged. So we had to do something. Initially our response was very conservative and there were two dimensions to it. One was financial aid. We built into the financial aid package a child care provision. Students appreciated this step but then they said, "Where are we going to get the child care." And so we worked with the city of Davis to develop what we called a cottage industry for child care. Instead of one large child care facility an effort was made to develop many child care centers in the community. We had only one on the campus; the early childhood development program.

DOUGLASS: Was that part of the education department?

DUTTON: Yes. And we put some reg [registration] fees into it but it could only take a limited number of children. The campus also put money into the city of Davis child care service which developed the cottage industry by serving as a facilitator in the development of new centers. Grant money for needy parents also was available. We created as well an information component so students, staff and faculty could arrange child care. Many people were not happy about our response. They felt that the financial aid was inadequate and they wanted the university to develop facilities on campus.

DOUGLASS: When you say people weren't happy who were the people?

DUTTON: Primarily these were families with children--in other words, graduate students--who wanted the service on campus. They wanted it to be free or heavily subsidized with campus funds. And they simply didn't want child care, they wanted developmental services as well. I was made aware of the dissatisfaction with the program when twenty or thirty students came to the fifth floor of Mrak Hall to see the chancellor about their concerns. It was my job to talk with them and it was one of the most difficult discussions I ever had. They were very angry and wanted immediate improvements. They wanted heavily subsidized child care if it could not be free and on-campus

facilities. As a result of this discussion and many others we eventually modified our policy. We put more money into the city of Davis program to maximize child care options in the community. I personally took the lead in developing two on-campus centers--Russell Park and La Rue Park--that were constructed with private money but on university land. We were able to subsidize these programs by providing the land and building a child care component into the rent for Russell and La Rue parks. But that was not the end of the problem because the rates were relatively high. Even though we provided financial aid and even though many of the students living in family housing were subsidized through the rent they still couldn't use those facilities. So, there was more and more pressure to provide subsidies and low-cost facilities. We eventually allocated nearly \$100,000 of registration fees to subsidize child care for needy student parents. They have to apply for support and there is a needs.

DOUGLASS: Is there anything else we haven't talked about that you think we should go over?

DUTTON: The other point I would mention is the racial conflict that occurred from time to time. When Jim Meyer became chancellor there were relatively few students of color on the campus, but there was a strong commitment to increase access for minority students. As that

population grew, more conflict developed between Caucasian students and students of color.

DOUGLASS: Can you give me a specific example of that?

DUTTON: In the residence halls someone wrote, "Nigger Go Home." and defaced a poster advertising a diversity event. We have talked about the slave auction. These and other offensive acts sparked significant conflict. Or a conservative speaker on the quad would degrade Black people or other persons of color. The offensive ads we talked about earlier as another example.

DOUGLASS: Did this continue to increase?

DUTTON: It intensified as a critical mass of students of color developed. These students became more aware of negative behaviors and they had support groups of sufficient numbers to mount a significant challenge of the perceived misconduct. Over time we were able to change policies, procedures and programs to reduce the conflict. For example, we urged student groups not to have slave auctions or other activities that were offensive. It required a lot of education and sensitivity training which must be ongoing.

DOUGLASS: How successful do you think you were in dealing with those conflicts, or preventing them?

DUTTON: Well, two responses. When confrontations occurred we had to deal with a specific situation. But we also had long-term tasks to modify policies and create educational programs to reduce the possibility of future conflict. We dealt pretty well with the immediate crises. We developed some good programs and made positive changes in policy. But racism and sexism still exists and continued conflict can be expected. Many of our students have grown up in essentially segregated communities so they do not always know how to deal with people who are different. Enlightened policies, processes and programs can help students cope with diversity, but there will still be conflict because of different values, attitudes, experiences and ways of dealing with other people.

The right of freedom of expression often was at the heart of a conflict. The U.S. Constitution and our policies protect free expression within certain limits. Beginning with the Free Speech Movement at Berkeley students have pressed for and received greater protection, and the courts and legislators have been receptive. As our population began to diversify that freedom was challenged when expression was considered to be offensive to women and minorities. [From a legal point of view the questionable expression was usually protected so we had to deal with the situation through education. We

tried to help individuals understand when their behavior was offensive and to be more thoughtful in the future. This approach usually was effective in the immediate situation, but each year we had to reeducate students.]*

[Discussions deleted]

Have you heard of the fighting-word policy?

DOUGLASS: No. What is that?

DUTTON: It started at the University of Michigan and basically prohibited people from saying things that were offensive to minorities--racial epithets. It was challenged by conservatives in the courts. Many of those policies have been struck down by the courts because of the First Amendment. You cannot beat someone but you can say whatever you want or wear clothes with a four-letter word even though others may be offended. We still have a fighting-word policy at the University of California. It has not been challenged legally yet but I don't think anyone has been disciplined for violating it.

The courts have said that you may regulate speech under time, manner and place regulations but you can't control the content. We can also say when individuals may speak and we can control the

*Dr. Dutton added the preceding bracketed material during his review of the draft transcript.

manner of expression. They determine the content. I have had difficulty explaining to offended students why we cannot prohibit offensive speech. They feel degraded and want disciplinary action taken. We try to explain that the First Amendment protects such speech, and we have to use educational programs to increase understanding of what is offensive to different groups.

DOUGLASS: Can you give examples of those programs?

DUTTON: Yes. When a confrontation developed we would bring in a facilitator to work with the groups to increase understanding of the problem and how they might behave in the future.

DOUGLASS: How effective was it to do that?

DUTTON: In the immediate situation it was very effective. It cooled the situation off. The question is whether values, attitudes and behaviors were changed in the long term. I hope that over the twenty years our efforts had lasting value and I think that they did. The improvement usually came from many actions over an extended period.

Let me give you a concrete example that involved one of our fraternities. The fraternity had a song that was offensive to Chicanos. A copy of the words to the song was widely circulated and it was demanded that the fraternity be eliminated. After careful evaluation, we required the fraternity to eliminate the song and we insisted that

the pledge program be modified to avoid such practices in the future. We also required the fraternity to through intensive sensitivity training. We continued to work with the group and the fraternity\sorority system to increase understanding of acceptable conduct. Although racism and sexism have not been eliminated, we have a better situation now.

If I had to identify one problem that will continue to plague the Davis campus it is racial conflict. As the campus population becomes increasingly diverse it is inevitable that the interaction of people with different backgrounds, values and attitudes will cause tension and conflict until they learn to be more understanding and tolerant.

DOUGLASS: Is there anything else that you think we missed?

DUTTON: The other area that I would mention is governance. Students have been very concerned about their involvement in governance and have wanted more control over their lives. Periodically we would rewrite the governance statement on student involvement. In fact Jim Meyer chaired a systemwide committee, sometime in the early seventies, that dealt with student governance.

DOUGLASS: I believe I saw the report on that. Was there a report from that?

DUTTON: Yes. It seems to me Chet McCorkle who was then a systemwide vice president was involved. The study was a very significant contribution to improved governance. The statement was later revised.

Students on the Davis campus have been much less inclined to challenge the governance structure than has been true at Berkeley and UCLA.

DOUGLASS: Why is that do you think?

DUTTON: There are a couple of reasons. At least in the earlier years we did not have as many activists as those campuses. The other point is Jim Meyer worked very hard at involving students. We had an elaborate committee structure and the matrix system. The fall conference is an important example of student involvement in governance. Periodically student leaders, especially in ASUCD challenged the governance system and felt that students needed to be more self-determining. We would explain that students could not be self-determining because the university authority structure was an oligarchy starting with the regents who had been given the authority over the University of California by the people of the state of California in the constitution. They delegate to the president, the chancellors, and to the faculty, and students have no delegated authority. This reality was very hard for students to understand. They would say, "We make up the largest constituency on

the campus and we pay all these fees. Why shouldn't our decisions be final?" We would explain that by regental action the chancellor had campus administrative authority and the faculty had authority over courses and curriculum. Within this framework we arranged, however, for students to be consulted on most decisions at the policy and program development levels.

DOUGLASS: How did that work having students on committees and having them involved?

DUTTON: On the whole it worked very well. Some of my student friends might disagree because at times committees or other bodies made decisions that they didn't like. Let me give you a concrete example. Before Jim Meyer became chancellor, the student government ran the campus book store. In a moment of weakness, to use their term, the officers decided, because of serious financial problems, to have the administration run the store. The administration agreed. Then a year or two later the students felt they had made a mistake and they wanted the bookstore back. We went through a long period of conflict. Finally they sued the university. You probably have found reference to it.

DOUGLASS: I did. Was that the early eighties?

DUTTON: I think that is correct. We wanted to retain management of the bookstore because it was a critical and integral part of the academic program and campus financial structure. The store was and still is an important source of funds for the Memorial Union and other programs. Jim Cajol, ASUCD president, and other officers decided to try to recover the store to control funds. The judge in the case asked our attorneys and the attorney for the students to work out a compromise. The final outcome was that the administration retained its authority over the store since the regents have ultimate authority over all university affairs. We did, however, modify the governance system for the store and gave ASUCD additional funds.

DOUGLASS: I'm sure we've missed some things but I think we have covered the main themes.

DUTTON: Yes. I think so.

DOUGLASS: If there is nothing else you want to cover, why do we not stop here.
Thank you, Dr. Dutton.

DUTTON: Good luck to you.

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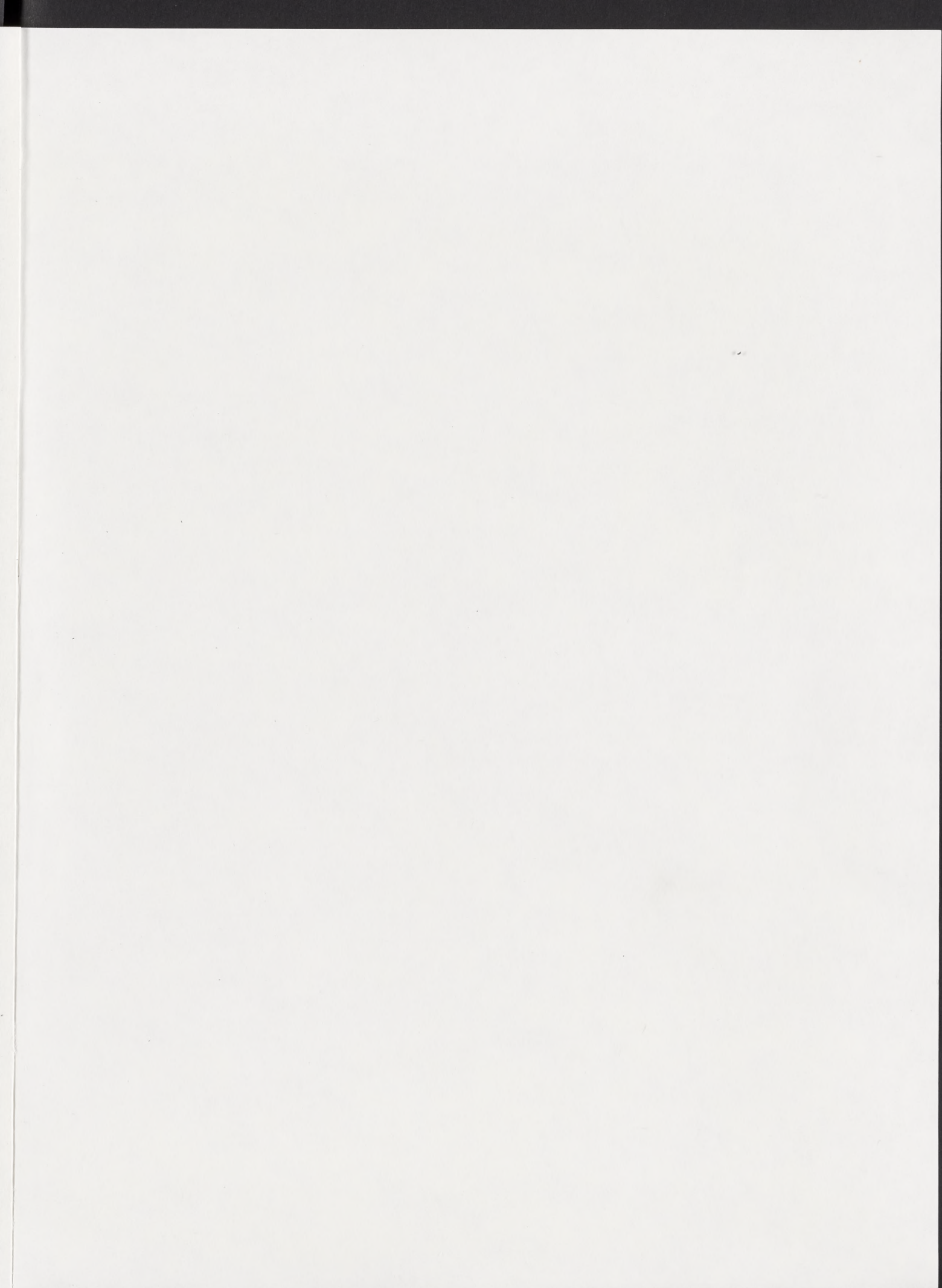
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